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Graduate Council Meeting Minutes and Reports

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2015 February 23 - 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 23, 2015 1:15 p.m.
President’s Conference Room – Dossett Hall 206**

Present: Ms. Jennifer Barber, Dr. Karin Bartoszuk, Dr. Wendy Doucette, Ms. Wendolin Elrod, Dr. Marsh Grube, Ms. LaDonna Hutchins, Dr. Karen King, Ms. Billie Lancaster, Dr. Michelle Lee, Dr. Lori Marks, Ms. Sierra Maxwell, Dr. Celia McIntosh, Dr. Phillip Musich, Dr. Robert Pack, Dr. Martha M. Pointer, Dr. Nicole Prior, Dr. Kathleen M. Rayman, Dr. Evelyn Roach, Dr. Janna Scarborough, Dr. Marie Tedesco, Dr. Paul Trogen, Dr. Florence M Weierbach, Dr. Brittany Wilkins

Guests: Dr. Steve Cockerham, Dr. Robbie Davis, Dr. Brian Johnston, Dr. Wendy Nehring, Dr. Phillip Pfeiffer, Dr. Michael Ramsey, Dr. Richard Sanders, Dr. Kenneth Tillman

Absent: Dr. Stacy D. Brown, Ms. Maria D. Costa, Dr. William R. Duncan, Dr. Brian Maxson, Dr. Mitch Robinson

A. Approval of January 26, 2015 Minutes

- a. The motion was made, seconded, and approved to accept the January 26, 2015 minutes with no changes

B. Curriculum Subcommittee Report – Dr. Rayman

a. Curriculum Change Proposal: Computer Information Sciences MS

- i. Motion to accept with changes listed was made, seconded, and carried.
 1. Concern with requiring a course that is a 4xx7/5xx7 course as if the student took the course here as an undergraduate, the student is not permitted to take again at the graduate level. This would then require memos for exception to the requirement and substitution with another course.
 2. Change all references to 5407 to CSCI 5410.

b. Curriculum Change Proposal: Computer Information Sciences MS

- i. Motion to accept with no changes was made, seconded, and carried.

c. New Course Proposal: CSCI 4407/5407 Advanced Networking Concepts

- i. Motion to accept with changes listed was made, seconded, and carried.
 1. Per discussion, please change course number to be CSCI 5410, a graduate only course.
 2. Snapshot indicates this is not a required course, but curriculum change proposal states that it will be required for one concentration in the degree.
 3. In Major Assignments – please remove all mention of undergraduate students in the proposal and clarify one assignment for the graduate students – do they write a paper? Give a presentation? Both?
 4. align grade assignments with major assignments and have a graduate-only grading scale
 5. In “Other” information, please add a sentence to go along with the Disability Services link.
 6. In Bibliography, etc. – Suggest mentioning that Graduate Students will have readings related to their independent projects if this is the case.
 7. Suggest higher level learning verbs for the learning outcomes of the course.

ii. Substantial Course Modification: CSCI 5520 Research Methods in Computer Science

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. The Grade Assignment presents a clear indication of “lesser” assignments to be done before the big ones. Mention of this should also be included in Major Assignments since this represents 10% of the course grade.

- b. Are assignments for this course required to be turned in through the D2L drop box using the Turnitin function? If so, it would be good to state this.
- c. Are newer editions available for the texts on writing?

iii. **TBR Proposal: Graduate Programs in Nursing: Post Doctor of Nursing Practice (DNP) Certificates**

- 1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Cover page: isn't degree designation for graduate certificates C-4 rather than G-4? Or is the G-4 indicative of a post-doctoral certificate?
 - b. Page 28-29, Program Development Plans sections – all need updating
 - c. Page 29 – does the section on “Projected data for submission of the full proposal” need to be deleted? If not, then the date for submission of the full proposal needs to be edited.
 - d. On page 5, the Student Success title does not match up with the discussion to the right.
 - e. P. 13 and throughout please clarify number of credits (40?), course numbers, and course titles.

iv. **TBR Proposal: Exercise and Sport Sciences: Master of Science in Sport Science and Coach Education**

- 1. Motion to accept with changes listed was made, seconded, and carried.
 - a. In general, we should repeat language that this is moving a concentration within an existing degree program to its own degree program because of divergence of disciplines and opportunities and needs that have evolved (in areas of rationale, enrollment projections for example).
 - b. Page 2, Proposed Implementation date, second-to-last sentence in first paragraph, delete “which”
 - c. Page 6, Institutional Priority, 5th sentence should read “... online concentration will allow the university...”
 - d. Page 7, MTSU “heath” should be “health”
 - e. Page 10, Admission Requirements, Item 4 asks for name and contact information for at least 3 academic references – if you want at least three letters of recommendation, please say so and we can direct them to the online Letter of Recommendation System.
 - f. Page 11, Electives language; suggest “Electives are chosen in consultation with the Graduate Program Coordinator.” This is preferred language since the student’s PoS requires approval of the Graduate Coordinator and the School of Graduate Studies.
 - g. Page 17, please clarify whether the Graduate Assistant is academic year or fiscal year. It appears that it may be fiscal year. Suggest increasing stipend to \$19,000 since Dr. Noland plans to increase stipends next year.
 - h. Page 18, update letter of intent
 - i. Page 19, should the proposal have the section on projected date for full proposal? If so, then need to update when the full proposal will be submitted.
 - j. The second sentence in the paragraph after Proposed Implementation Date has a subject/verb problem. The sixth word should be “is.” (p.2).
 - k. In the last sentence in that paragraph, the word “current” should be inserted before “M.A. degree.”
 - l. On page 5, the second sentence in the Workforce Development paragraph needs a footnote or URL.
 - m. On page 6, the first sentence in the paragraph of Employment Projection needs a footnote or URL. Also, the last sentence in that paragraph needs a footnote.
 - n. On page 15, under Graduate Assistants for the Proposed Program, should the sentence read “...one in year one and an additional one in year two...”?
 - o. On page 19, under the projected date, November 2014 needs to be changed.
 - p. On page 19, under the transition plan, it should be graduate students who.
 - q. On page 39, MTSU line, fifth item should be “None.”
 - r. Unclear how this Master’s differs from the existing Master’s currently offered (see comment a.).
 - s. See Edits for Narrative description of action provided in Council meeting.

2. Courses for MS Sport Science and Coach Education – general comment/idea: Perhaps consider including contact information for the Graduate Student Success Specialist in all syllabi in the “Other Information” Section?

v. **New Course Proposal: PEXS 5270 Sport Biomechanics**

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Syllabus “Other” needs statement with contact information on Disability Services
 - b. Is the 2005 textbook the latest version? This is now 10 years old.
 - c. For consistency, you may want to re-word the fourth item under Purpose and Goals to read “fluid environment and its influence on the movement of an object.
 - d. For consistency, you may want to re-word the fifth item by eliminating the “the” at the beginning of the item.

vi. **New Course Proposal: PEXS 5280 Sport Skills and Tactics**

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Snapshot, section on faculty: suggest either removing reference to “Drs.” Or add “Ms.” in front of Meg Stone
 - b. Syllabus “Other” needs statement with contact information on Disability Services
 - c. Is the 2007 textbook the latest version?
 - d. The Catalog description, the last line should read “...for high school through Olympic sport performance.”
 - e. Under Purpose and Goals, you may want to add a “the” to the last bullet item for consistency.

vii. **New Course Proposal: PEXS 5630 Sport Conditioning II**

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Snapshot, section on faculty: suggest either removing reference to “Drs.” or add “Ms.” in front of Meg Stone
 - b. Major Assignments: concerned that there is only 1 assignment for this class. Strongly suggest some sort of benchmarks to be met for assignment and/or some sort of midterm assessment.
 - c. Syllabus “Other” needs statement with contact information on Disability Services

viii. **New Course Proposal: PEXS 5680 Management Skills for Coaching**

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Transcript title: Mgmt is more common shorthand for management
 - b. Snapshot, section on faculty: suggest either removing reference to “Drs.” or add “Ms.” in front of Meg Stone
 - c. Syllabus “Other” needs statement with contact information on Disability Services
 - d. The first text listed on the bibliography has a newer edition.
 - e. The third text listed has a date of 2004 (rather than 2005).

ix. **New Course Proposal: PEXS 5700 Coaching Issues**

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Snapshot, section on faculty: suggest either removing reference to “Drs.” or add “Ms.” in front of Meg Stone
 - b. Syllabus “Other” needs statement with contact information on Disability Services
 - c. Are these textbooks the latest versions?
 - d. Under Major Assignments, please expand on the Mid-Term and Final Exams (why do they have asterisks?).
 - e. Please review the texts assigned in the course. They are the same texts used in PEXS5 5680.

x. **TBR Proposal: Counseling and Human Services:**

1. Motion to accept with changes listed was made, seconded, and carried.

- a. Page 2, Intro second paragraph, 6th sentence, suggest editing to read “ETSU has virtually eliminated their master’s in psychology, admitting students solely to the doctoral program (the master’s is earned en route to the doctoral degree).”
 - b. Page 22, faculty benefits – there appears to be an extra line space in this section; graduate assistant – please clarify that this is an academic year GA (if this is accurate)
 - c. Page 42: the course schedule for part-time students is very confusing. Please just show a sample program of study and what a part-time student would take each term.
 - d. On page 6, the second item under the goals, is that a goal? Somehow that needs to be re-worded. Suggest adding a section referring to Departmental Goals.
 - e. On page 12, the Human Services Diversity Focus is not lined up with the paragraph of explanation.
 - f. The enrollment chart on page 13 needs to be retitled.
 - g. On page 18, remove the pre-requisites for EDFN 5950.
 - h. Appendix A-1: To be useful, there should be an “x” under each course to correspond with the standard(s) addressed in that course.
 - i. Please add the following statement: “Applicants must meet the School of Graduate Studies standards of application. In addition the following is required: an essay describing related work experience. “and other items not generally required (GRE, etc).”
 - j. In Narrative Description of Action and elsewhere in the proposal, please use language “Establish M.S. degree in Human Services to provide the opportunity for advanced study in the field.” Rather than continuing baccalaureate study.
2. Courses for MS Human Services - general comment/idea: Perhaps consider including contact information for the Graduate Student Success Specialist in all syllabi in the “Other Information” Section?
- xi. **New Course Proposal: HSRV 5100 Human Services Practice and Leadership**
1. Motion to accept with changes listed was made, seconded, and carried.
 - a. How are these participation points figured into the course grade? They are not listed in the Grade Assignment area. Please clarify Attendance Policy.
 - b. Learning Outcomes: The 3rd bullet is not indicated as such. Last bullet: correct 1st word, “ecommend” to “recommend”.
- xii. **New Course Proposal: HSRV 5150 Human Services Counseling and Case management**
1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Grade assignment: Why have penalty for the wellness instead of making it part of the course? If don’t do this and do well in everything else, it is still possible to earn an A in the course. This begs the question about the importance of the activity.
 - b. Participate in Discussions through D2L. How much is each discussion worth? How many discussion postings would a student have to do to earn all 100 points in this category?
 - c. In the Learning Outcomes are bullets 3 & 4 really two aims or one? The wording of the first is incomplete without the second. Also, the end-of-sentence punctuation indicates that they are one. formulate collaboratively interdisciplinary treatment and program plans designed to effectually promote positive development in clients with their families, friends, and communities *OR* formulate collaboratively interdisciplinary treatment and program plans designed to effectually promote positive development in clients with their families, friends, and communities. In the present bullet six add the word “of” to get the following: demonstrate acceptance and understanding of the social/psychological needs...”.
 - d. Major Assignments: Point #1 starts with an overly long and confusing sentence. Suggest: “Participate in individual/group counseling, therapeutic, or wellness activities that are offered at ETSU to enhance your personal and social development. These could include the Community

Counseling Clinic in the Clemmer College of Education, the ETSU Counseling Center, or other college student development programs at ETSU.”

- e. The individual assignments are not number consecutively (1, 2, 3, 4, 5, 6 and 7) but in groups which have their own numbering from #1 (1, 2, then 1, 2, 3, 4, then 1 again).

xiii. New Course Proposal: HSRV 5200 Ethics and Social Justice

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Syllabus page 2, Major assignments: How will the visit to the Highlander Center work for distance students
 - b. Where do the class participation points come from? Are they related to the Discussion Board responses?
 - c. Oppression Group Project --Is this a paper? A presentation? What is the nature of the results expected?
 - d. Purpose and Goals: Reword goal four to read “integrate the ethical standards outlined by the NOHS/CSHSE using examples of behavior that **are** congruent with the values and ethics of the profession.”
 - e. Change the semicolon in the last goal to a comma to read “discuss political and ideological aspects of human services; economic . . .”
 - f. Learning Outcomes: Add a bullet to “complete a service-learning project.”
 - g. Major Assignments: Discussion Board: Change you to your in “Class participation will be determined by **your** interaction with class members.”
 - h. Weekly Journal: Remove comma and add beginning parenthesis to “Students reflect on what they heard, saw, and/or read outside class relating to ethics and social justice (**1-2** paragraphs each).”

xiv. New Course Proposal: HSRV 5420 Human Services for Families

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Required textbook states 2016. Is there a new edition scheduled to be released then? If so, suggest making a note.
 - b. The instructor may want to consider removing the point ranges or the percentages from the table. Since the assignments are listed as point values, it might be best to remove the percentages. The reason for this is that the two, as shown, don’t seem to correlate perfectly. For example. The low end of the “A” scale, which is defined as 94%, should be a value of 561 points, because this is the lowest point value that would round to a 94% if divided by 600. A nuance like this could be grounds for a grade appeal.
 - c. Major Assignments: The term “families theories” seems awkward, would not “family theories be better? It would read: Mid-Term Examination comparing and contrasting assumptions of **family** theories”

xv. New Course Proposal: HSRV 5510 Grant and Report Writing

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. In the sixth bullet item in Learning Outcomes, in-kind should be hyphenated.
 - b. Correct % for the C grade.

xvi. New Course Proposal: HSRV 5720 Human Service Internship

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. There is no mention of required on-site hours anywhere in the syllabus. This should be delineated somewhere along with penalty for not meeting the requirement.

xvii. New Course Proposal: HSRV 5959 Human Services Capstone

1. Motion to accept with changes listed was made, seconded, and carried.
 - a. Some of the formatting on the bibliography appears to be off.

xviii. TBR Proposal: School of Graduate Studies: Ed.D. in Global Sport Leadership

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.

- a. To avoid issues with AACSB accreditation, a statement needs to be in the proposal that the program will in no way be marketed or promoted as a business or management program.
- b. To avoid issues with AACSB accreditation, please remove reference to the College of Business and Technology participating in the program (page 2) and remove Dr. Depew as Instructor of Records (page 22); he is willing to be a guest lecturer but not an instructor of record.
- c. Include additional women among the chart with list of interested other parties? [See chart.] For example, WNBA head Laurel Richie; ETSU head basketball coach Brittney Ezell--or any number of women who coach women's college basketball, among them Holly Warlick, Brenda Freese, Jamelle Elliot, and Dawn Staley. Perhaps work in reference to ESPNW.
- d. Consider expanding possible faculty involved in teaching or team-teaching courses to include expertise of a number of faculty members who teach courses related to gender, race, ethnicity, and leadership.
- e. Because of possible confusion with reference to a "library", suggest retitling to Resource Center/Repository.
- f. Page 15, Admissions. Suggest in 2nd sentence, include parenthetical reference to the GRE. For example, "... School of Graduate Studies (including GRE scores), the following..."; last sentence in admissions, suggest "contact Dr. Brian Johnston,"
- g. Page 16, title for GSLD 6910 is incorrect. This should read: Interpreting and Applying Analytics in Sport"
- h. Page 25, second paragraph. The Center is already established, so remove "(to be established)"
- i. Page 30, Isn't the B.S. Pharmacy already approved? Others?
- j. Page 31 – should the NP certificates be C4 or G4?
- k. Page 41, suggest adding to the Appendix heading "Note: none have global focus"
- l. Change title of GSLD 7100 to Sport Branding and Marketing

xix. New Course Proposal GSLD 6000 Leadership in Global Sport

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Please be sure that Major assignments clearly relate to stated learning outcomes
 - b. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - c. Under "Other" change 'special needs: to 'technology assistance'.
 - d. Under "other", please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - e. Please be sure that rationale reflects why these course topics are critical
 - f. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.
 - g. Description. Please clarify the description to make it clear that as a foundations course gender, race, and ethnicity are critical components that need to be considered.
 - h. Purpose and goals. Clarify and be sure that syntax agrees
 - i. Learning Outcomes. Proofreading needed for correct grammar and syntax.
 - j. Is 2007 the most recent edition for the textbook?
 - k. Include in bibliography the following: *Sociology of Sport Journal*, *Journal of Gender Studies*, *Social Problems*, *International Journal for the Sociology of Sport*, *Journal of Interdisciplinary*

Gender Studies, Canadian Women's Studies, Advancing Women in Leadership, International Journal of Women's Studies, Journal of Black Studies, Journal of Blacks in Higher Education, Journal of Women in Culture and Society, Journal of Sport and Social Issues, Women's Studies International Forum, International Research for the Sociology of Sport, Journal of Alternative Perspectives in Social Science, Journal of Ethnographic and Qualitative Research, Educational Leadership, Research Quarterly for Exercise and Sport, Agenda: Empowering Women for Gender Equity, Public Leadership, Gender and Society, Sport and Society, American Sociological Review, and Journal of African American History.

xx. New Course Proposal GSLD 6100 Strategic Thinking and Planning for Global Sport Leaders

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Please be sure that Major assignments clearly relate to stated learning outcomes
 - b. Provide more description of major assignments with respect to effort, length of assignments, rigor, and use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - c. Under “Other” change ‘special needs: to ‘technology assistance’.
 - d. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - e. Please be sure that rationale reflects why these course topics are critical
 - f. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.
 - g. Is there a newer edition of the textbook? This book is 8 years old.
 - h. Typo in the major course topics
 - i. Description: The title mentions "strategic thinking," but the course description makes no mention of it.
 - j. Purpose and goals: This section needs to be edited for clarity. It also needs to focus on purpose and goals; it seems to include course topics and assignments.
 - k. Learning Outcomes: Need to edit so that the section focuses specifically on learning outcomes.
 - l. Major assignments: What is the "current area of responsibility" and the "current organization" referred to in the major assignments? On the critique: sentence lacks clarity.
 - m. One of the assignments is an interview, but I do not see any readings on how to conduct interviews. What type of interview will the student conduct?
 - n. Texts: Three books, no articles. None of the books appear to be scholarly ones. Please indicate use of primary literature (see “b” above).
 - o. P. 3 of 5 please correct “case studs” to “case studies”.

xxi. New Course Proposal GSLD 6200 Leading External Function in Global Sport

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Please be sure that Major assignments clearly relate to stated learning outcomes
 - b. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - c. Under “Other” change ‘special needs: to ‘technology assistance’.
 - d. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and

support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx

- e. Please be sure that rationale reflects why these course topics are critical
- f. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.
- g. Syllabus, Major Assignments, Advertising Critique, suggest "Identify one good and one bad"
- h. Purpose. This explanation lacks clarity and needs to be rewritten. As to goals: the bulleted items need to be phrased as goals of the course.
- i. Please review textbook for more recent edition.
- j. Include stipulation for certain amount of peer reviewed journals to be used in assignments.
- k. Include in bibliography the following: *Sociology of Sport Journal, Journal of Gender Studies, Social Problems, International Journal for the Sociology of Sport, Journal of Interdisciplinary Gender Studies, Canadian Women's Studies, Advancing Women in Leadership, International Journal of Women's Studies, Journal of Black Studies, Journal of Blacks in Higher Education, Journal of Women in Culture and Society, Journal of Sport and Social Issues, Women's Studies International Forum, International Research for the Sociology of Sport, Journal of Alternative Perspectives in Social Science, Journal of Ethnographic and Qualitative Research, Educational Leadership, Research Quarterly for Exercise and Sport, Agenda: Empowering Women for Gender Equity, Public Leadership, Gender and Society, Sport and Society, American Sociological Review, and Journal of African American History.*

xxii. **New Course Proposal GSLD 6300 Effect of Governing Bodies on Sport Leadership**

- 1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Please be sure that Major assignments clearly relate to stated learning outcomes
 - b. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term. Flesh out all assignments so effort and approach are clear to students.
 - c. Under "Other" change 'special needs: to 'technology assistance'.
 - d. Under "other", please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - e. Please be sure that rationale reflects why these course topics are critical
 - f. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.
 - g. Rationale – rather than "locust" do you mean "locus"
 - h. The transcript title includes GSL," but "global does not appear in the full title.
 - i. Catalog description. The first sentence need parallel construction. Second sentence: the adjective for "governance" is "governing"
 - j. Purpose and goals. The wording is a bit confusing: does the phrase "adapting to socioeconomic and cultural advancements" modify "governing bodies?" Is "prediction" an appropriate goal for a course? Goals: reword first sentence preceding bulleted list, so that it is clear that students recognize etc., Can a goal of a course be "to discuss?"
 - k. Learning outcomes. Be sure to use higher order learning verbs to complement "identifying several governing bodies", "recognizing" influence, and "recalling" governing structures. Last item:

reword for clarity and syntax: revise statement to “social, cultural, and economic pressures”.

1. Bibliography: Need to choose titles of books and article that relate to the course topic. include in bibliography the following: *Sociology of Sport Journal*, *Journal of Gender Studies*, *Social Problems*, *International Journal for the Sociology of Sport*, *Journal of Interdisciplinary Gender Studies*, *Canadian Women's Studies*, *Advancing Women in Leadership*, *International Journal of Women's Studies*, *Journal of Black Studies*, *Journal of Blacks in Higher Education*, *Journal of Women in Culture and Society*, *Journal of Sport and Social Issues*, *Women's Studies International Forum*, *International Research for the Sociology of Sport*, *Journal of Alternative Perspectives in Social Science*, *Journal of Ethnographic and Qualitative Research*, *Educational Leadership*, *Research Quarterly for Exercise and Sport*, *Agenda: Empowering Women for Gender Equity*, *Public Leadership*, *Gender and Society*, *Sport and Society*, *American Sociological Review*, and *Journal of African American History*.

xxiii. **New Course Proposal GSLD 6400 Leading Internal Functions of Sport**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
2. Please be sure that Major assignments clearly relate to stated learning outcomes
 - a. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - b. Under “Other” change ‘special needs: to ‘technology assistance’.
 - c. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - d. Please be sure that rationale reflects why these course topics are critical
 - e. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.
 - f. Proposed implementation Term should be Fall 2015
 - g. Catalog Description “development AND technology” (semi-colons throughout would help)
 - h. Purpose and Goals Bullet #3: restate the second half for clarity
 - i. Major Course Topics “policy development and adherence”
 - j. Major Assignments Group Presentation as one giant group or multiple small groups? Digital is mentioned twice. Final Paper use “his/her/their” or “one” throughout. Sentence 2: “but IS not limited” (3 semi-colons needed here). Sentence 3: “to think critically”; no apostrophe in its

xxiv. **New Course Proposal GSLD 6500 International Model of Sport Leadership**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Transcript Title: Suggest using Internatl as abbreviation rather than Int.
 - b. Suggest incorporating sample itinerary that is in the degree proposal
 - c. Course Description, last line, suggest “hands-on” rather than “hand-on”
 - d. Major Assignments: descriptor of Compare and Contrast paper should include “foreign country is similar and different from the USA.”; Presentation – something is missing from this sentence, please clarify “... and what the trip exposed that would not be exposed to otherwise.”
 - e. Required text is 9 years old – please confirm that this is the best text example or whether there might be a new edition
 - f. Syllabus: Catalog Description Sentence 1: “style AND philosophy”
 - g. Purpose and Goals: Sentence 1: “in order to” would be clearer than “and”

- h. Major Course Topics: No apostrophe in its; “management of sport by country,” “sport as an economic”
- i. Learning Outcomes should be in some sequential order; please revise bullets 3 & 4 from term “European” to “International”.
- j. Please be sure that Major assignments clearly relate to stated learning outcomes
- k. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
- l. Under “Other” change ‘special needs: to ‘technology assistance’.
- m. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
- n. Please be sure that rationale reflects why these course topics are critical
- o. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxv. New Course Proposal GSLD 6510 Action Research I

- 1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Transcript Title: Suggest “GSL Action Res I”
 - b. Major Assignments: Interview – descriptor should have “interviews” since they will conduct 6 of them; Surveys – will they actually administer the surveys or just design them? If administering, then IRB approval needs to be included in descriptor and time allowed to obtain this.
 - c. Purpose and Goals Sentence 1: ...and [to] experience...
 - d. Sentence 2: “so that” makes the entire sentence unclear.
 - e. Bullet #4: another verb would be better. “Needed for” sounds like the action verb is still coming.
 - f. Learning Outcomes: all bullets need periods or none do.
 - g. Major Assignments Survey #3: subject/verb accord is incorrect.
 - h. Attendance Policy: bullet points are sentences and therefore require periods.
 - i. List CITI training and IRB requirements as part of assignment.
 - j. Please be sure that Major assignments clearly relate to stated learning outcomes
 - k. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - l. Under “Other” change ‘special needs: to ‘technology assistance’.
 - m. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - n. Please be sure that rationale reflects why these course topics are critical
 - o. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxvi. New Course Proposal GSLD 6600 Sport and Society: Impact on Leadership

- 1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Transcript Title: suggest “Sport Society Impact on GSL”

- b. Grade Assignment – the journal submission (a review article) is an immense undertaking. Should this be worth more points? Or is this a group project?
- c. Cultural Diversity Paper--Not sure this assignment is accurately named. Also, more guidelines on the specific expectations for this assignment would be helpful.
- d. Purpose and Goals: Change “Examine the history is gender equity” to “Examine the history of gender equity”.
- e. Major Assignments: Indicate the number of course grade points for each class of assignment, *i.e.*, “Discussion Question (30):”
- f. Under Journal Submission section change “topic of their choice associated to sport ...” to “topic of their choice associated with sport ...”. Please change “submitted” to “prepared for submission”.
- g. Please be sure that Major assignments clearly relate to stated learning outcomes
- h. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
- i. Under “Other” change ‘special needs: to ‘technology assistance’.
- j. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
- k. Please be sure that rationale reflects why these course topics are critical
- l. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxvii. **New Course Proposal GSLD 6610 Action Research II**

- 1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Transcript Title: Suggest “GSL Action Res II”
 - b. Major Assignments need to map with learning outcomes: If they are to hold an event, should this be part of the assignments? And Grade?; Clarify what the journal will be about.
 - c. Purpose and Goals Sentence 1: “real live”
 - d. One team or multiple teams?
 - e. Bullet #1: “foundation []” methodology?
 - f. Bullet #2: “team-building”
 - g. Bullet #4: choose one: accountability OR responsibility
 - h. Bullet #6: correct typos
 - i. Major Course Topics list these in sequential order as much as possible
 - j. Learning Outcomes Bullet #1: how, exactly?
 - k. Major Assignments Presenter Ad “regarding their importance as a leader”: please clarify
 - l. Please be sure that Major assignments clearly relate to stated learning outcomes
 - m. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - n. Under “Other” change ‘special needs: to ‘technology assistance’.
 - o. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx

- p. Please be sure that rationale reflects why these course topics are critical
- q. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxviii. **New Course Proposal GSLD 6700 Interpersonal Relationships in Sport**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Transcript Title: Suggest “Interpers Reln in Sport”
 - b. Syllabus Purpose and Goals, end of first sentence should be “organizationS.”
 - c. Description remove “etc.”
 - d. Purpose and Goals Sentence 1: next-generation and organizations
 - e. Bullet #3: restate
 - f. Learning Outcomes Bullets 3 and 4 lack clarity. The entire sequence should be placed in logical order.
 - g. Major Assignments Managing Tension (Sentence 2): different
 - h. Please be sure that Major assignments clearly relate to stated learning outcomes
 - i. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - j. Under “Other” change ‘special needs: to ‘technology assistance’.
 - k. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - l. Please be sure that rationale reflects why these course topics are critical
 - m. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxix. **New Course Proposal GSLD 6710 Action Research III**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Transcript Title: Suggest “GSL Action Res III”
 - b. Grade Assignments: This adds up to only 80 points. The last “Response” should be the “Critical Evaluation” and suggest that this should be worth more points in proportion to the greater effort.
 - c. Are the cases utilized in this assignment published? Fictional? Drawn from student experiences?
 - d. What are the expectations of this paper? Page/word expectations? How will be it graded? Is there a rubric that will be used? If so, will this be available to the students prior to completing the assignment?
 - e. In the Course Syllabus: Purpose and Goals: The purpose of this course is to have students use action research skills to analyze and evaluate global sport leaders, global **sporting** events, sport teams and global sport organizations for
 - f. In the Response (24) section of Major Assignments: Change “Students are to **the** respond to at least twelve evaluations on the D2L discussion board” to” Students are to respond to at least twelve evaluations **submitted by other students** on the D2L discussion board”.
 - g. In the Critical Evaluation (10) section of Major Assignments: Change “students select three evaluations to critically evaluate” to “students select three evaluations **submitted by other students** to critically evaluate”.
 - h. Please be sure that Major assignments clearly relate to stated learning outcomes

- i. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
- j. Under “Other” change ‘special needs: to ‘technology assistance’.
- k. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
- l. Please be sure that rationale reflects why these course topics are critical
- m. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxx. New Course Proposal GSLD 6800 Organizational Behavior for Sport Leaders

- 1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Major Assignments: 10 Commandments, suggest “As part of a team, develop 10 commandments...”. by omitting the word “the” it is more clear that there may be more than one correct answer, depending on the team and their interests.
 - b. Approval Snapshot Rationale for Proposal, Sentence #3: “issues AND concerns.” “the unanticipated” (not “the unfavorable”)?
 - c. Catalog description Semi-colons would be helpful. Sentence 2: please reword concisely.
 - d. Syllabus Purpose and Goals Sentence 1: replace “explanation” with another term
 - e. Sentence 2: “”maximize efficiency and increase productivity” in...where...how? This sentence just circles around on itself.
 - f. Bullet #6: “groupS”
 - g. Learning Outcomes Bullet #5: “team building”
 - h. Major Assignments Self Assessment “self-assessment”
 - i. Blog: A weekly blog will be posted (by the instructor? By students?)
 - j. Please be sure that Major assignments clearly relate to stated learning outcomes
 - k. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - l. Under “Other” change ‘special needs: to ‘technology assistance’.
 - m. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - n. Please be sure that rationale reflects why these course topics are critical
 - o. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxxi. New Course Proposal GSLD 6810 Action Research IV

- 1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Transcript Title: Suggest “GSL Action Res IV”
 - b. Major Assignments; executive Summary Critique – please edit to read ...”critique them as if you were the CEO...”

- c. The expectations with the major assignments need to be fleshed out a little more, especially with regard to the Executive Summary Critique. Do they write a critique for every other student? What are the elements of a critique? Critique of the work of others is not clearly tied to any of the learning outcomes, yet it comprises 20% of the grade.
- d. Purpose and Goals: The first sentence (“The purpose of this course is to aggregate all the action research efforts teach students to funnel this information to be viewed as a global sport leader.”) is very awkward and incomplete. Does “efforts teach students to” actually mean “efforts **taught to the students and to**”? The phrase “funnel this information to be viewed as a global sport leader” is extremely unclear. Is the information funneled to the global sport’s leader? Please edit.
- e. Please be sure that Major assignments clearly relate to stated learning outcomes
- f. Under “Other” change ‘special needs: to ‘technology assistance’.
- g. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
- h. Please be sure that rationale reflects why these course topics are critical
- i. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxxii. **New Course Proposal GSLD 6910 Interpreting and Applying Analytics in Sport**

- 1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. The Major Assignments section states that the topic quizzes are worth 30 total points, but total 15 points.
 - b. The phrase “design, implement, and analyze the results” does not make sense. How do you design results?
 - c. Learning Outcomes: Change the 1st word from “A” to “At”. Change the 5th bullet to read “interpret the effective size of a research design”
 - d. Major Assignments: Add the point value for each assignment to its title. For example, “Discussion Questions (15)”
 - e. Topic Quiz: Correct the beginning of the last sentence to read “There are a total of six (6) quiz grades...”.
 - f. Statistical Process Control: Add “explain” to the sentence so it reads “Design a statistical process control experiment and **explain** how it can be effective for a sport organization.
 - g. Update text.
 - h. Please be sure that Major assignments clearly relate to stated learning outcomes
 - i. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - j. Under “Other” change ‘special needs: to ‘technology assistance’.
 - k. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - l. Please be sure that rationale reflects why these course topics are critical

- m. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxxiii. **New Course Proposal GSLD 7000 Immersion in Sport Practicum**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Purpose and Goals, something is missing from the next-to-last sentence. Local but on 7 continents? Do you mean a site local to the student? And since this is an online program, this means it could be anywhere? Please clarify if this is group travel.
 - b. Major assignments – there are no assignments that seem to link with the travel aspect of the experience. Major assignments should map to learning outcomes for the course
 - c. Approval Snapshot Rationale for Proposal Sentence 2: change to present or future tense
 - d. Study Abroad = no [?]
 - e. Syllabus Catalog Description Purpose and Goals Sentence 1: Since one of the repeatedly stated goals is “international,” I’m not sure why “or domestic” keeps appearing.
 - f. Sentence 4: locale
 - g. Bullets 1 and 2 seem identical.
 - h. Bullet 2: GSLD 6500
 - i. Major Course Topics not reflected in the goals.
 - j. Learning Outcomes Bullet #4: “construct A proposal”
 - k. Please add sample itinerary.
 - l. Please be sure that Major assignments clearly relate to stated learning outcomes
 - m. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - n. Under “Other” change ‘special needs: to ‘technology assistance’.
 - o. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - p. Please be sure that rationale reflects why these course topics are critical
 - q. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxxiv. **New Course Proposal GSLD 7010 Research Methods for Global Sport Leadership**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Please be sure that Major assignments clearly relate to stated learning outcomes
 - b. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - c. Under “Other” change ‘special needs: to ‘technology assistance’.
 - d. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - e. Please be sure that rationale reflects why these course topics are critical

- f. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.
- g. Major Assignment, Comprehensive Literature Review – should this read “the student will create a literature review”?
- h. Title: GLSD 7011 is the second research methods course; so, this one should be labeled "I." Transcript title should reflect "I."
- i. Catalog description. [suggestions for change] An overview [not examination] of quantitative and qualitative research methods. Included are data collection via the scientific method, creation of the literature review in a research paper, creating the research paper abstract, and the research report.
- j. Syllabus. Purpose and goals. "focus on the development of research?" [Research methodology, in other words?]
- k. Goals do not seem congruent with description of the course. Is the goal to instruct students on research methodology that creates knowledge in sport leadership?
- l. Major course topics. The nature and acquisition of information??? [Should that be knowledge?] Defining and formulating *the* (as in *one*?) research question? Literature review process? [creating the lit review?] research design examples? [Or should that be developing a research design?]
- m. Learning Outcomes. Be sure to use higher order learning verbs for the learning outcomes.
- n. Clarify Formulation of a research question. In what way does the assignment link to reading? How does a research question link to a topic? Does the student submit the question to a DB? To a dropbox?
- o. Attendance. Discussion questions: Discussion boards, in other words?
- p. Books. In regard to SPSS, do you mean Grad Pack software download? If so, 2009 is out of date. The Andy Field textbook listed is in its fourth edition (2013). APA manual, sixth ed.--2009.
- q. Books listed need to link specifically to research methods. Mention use of journals dedicated to qualitative and quantitative research methodologies.

xxxv. **New Course Proposal GSLD 7100 Branding, Marketing, and Sales Leadership**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Change course title to Sport Branding and Marketing
 - b. Transcript Title: Change to incorporate new title; Usual abbreviation for marketing is mktg;
 - c. Syllabus, Major Assignments: D2L Procedure – should “earn one point” be “cost one point”?
 - d. “*Make each entry concise with brevity in mind.*” This is redundant.
 - e. Rationale for Proposal: Change “the value of the sports brand” to “the value of the **sport’s** brand”.
 - f. Catalog Description: Please revise to match proposal.
 - g. Please be sure that Major assignments clearly relate to stated learning outcomes
 - h. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - i. Under “Other” change ‘special needs: to ‘technology assistance’.
 - j. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - k. Please be sure that rationale reflects why these course topics are critical
 - l. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xxxvi. **New Course Proposal GSLD 7110 Research Methods for Global Sport Leadership II**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Please be sure that Major assignments clearly relate to stated learning outcomes
 - b. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - c. Under “Other” change ‘special needs: to ‘technology assistance’.
 - d. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - e. Please be sure that rationale reflects why these course topics are critical
 - f. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.
 - g. Major Assignments, in both the Quantitative and Qualitative Design sections, should the sentences end with “descriptive display of results.”?
 - h. Rationale. Appears to be a description, not a rationale for the course.
 - i. Prerequisites: none are listed. Can one take this course without first having taken GSLD 7010?
 - j. Catalog Description. Is the phrase "developing research" appropriate, because it implies that 7010 did not teach students to conduct research. Some of the description seems redundant of that included in 7010. (For example, analysis is included in 7010; scientific method mentioned in 7010 incorporates data creation and proposing solutions to research questions.)
 - k. Purpose and goals. This section seems to include course topics. It also asserts that students will learn how to conduct quantitative research, but then indicates that qualitative research will be part of the course. So, is this a quantitative research methods course? Please clarify.
 - l. Course topics. Some are redundant of the first research methods course; practical application of what to what>
 - m. Learning outcomes. What are qualitative statistics? (Do you mean descriptive statistics vs. regression analysis, for example?) These appear to be redundant of, to an extent, of 7010.

xxxvii. **New Course Proposal GSLD 7200 Law and Negotiation for Sport Leaders**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Please be sure that Major assignments clearly relate to stated learning outcomes
 - b. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - c. Under “Other” change ‘special needs: to ‘technology assistance’.
 - d. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - e. Please be sure that rationale reflects why these course topics are critical
 - f. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

- g. Faculty – rather than indicate grad faculty status is “pending”, please state that the process obtaining graduate faculty status for adjunct faculty will be followed.
- h. Major Assignments: Case Brief – do you mean to state “...analyze court cases in the following areas:”? or will they analyze only one case study?
- i. Description Sentence 2: his/[her] organization
- j. Purpose and Goals Sentence 1: impactS
- k. Sentence 2: situationS (first instance)
- l. Sentence 3: current (2nd instance) [what purpose does this serve?]
- m. Bullet #2: time-consuming
- n. Bullet #3: is this supposed to be TENETS?
- o. “of the functions of their sport organizations” is awkward
- p. Bullet #5: rewrite for clarity and meaning
- q. Major Course Topics most are not mentioned above in “purpose and goals”?
- r. Learning Outcomes Sentence 1 ends with :
- s. Bullet #2: Is this supposed to be APPRISE?
- t. All bullets should be capitalized for consistence within the document.
- u. Required Textbook remove the extra spacing

xxxviii. **New Course Proposal GSLD 7300 Seminar in Global Sport Leadership**

- 1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Transcript Title: suggest “Seminar in GSL”
 - b. Please be sure that Major assignments clearly relate to stated learning outcomes
 - c. Provide more description of major assignments with respect to effort, length of assignments, rigor, use of primary literature. It is understood that the actual topics may change, but the syllabus should provide an example of what might actually be required in a term.
 - d. Under “Other” change ‘special needs: to ‘technology assistance’.
 - e. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - f. Please be sure that rationale reflects why these course topics are critical
 - g. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.
 - h. Catalog Description is written in future tense. Edit to be in present tense.
 - i. Why are there no prerequisites? Can a student take this course even at the beginning of the program or should there be prerequisites?
 - j. Purpose and goals: seem to incorporate outcomes. A course does not recognize, observe, or provide, but students could.
 - k. Course topics. Are components of a case study a major course topic? For a topical seminar, provide examples of topics that might be covered.
 - l. Learning outcomes. What does "evaluate the transfer of a case study result to society" mean? Do not case studies derive from social, legal, and economic conditions in a given society? Are students going to evaluate the results of all types of case studies?
 - m. Case study review: is one page adequate? If so, will students be given a rubric to follow?
 - n. Case study. Clarify what is meant by "archived data." What else will go into a case study?

xxxix. **New Course Proposal GSLD 7400 Capstone Project in Global Sport Leadership I**

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Consider using “Global Sport Leadership Capstone I” as title?
 - b. Capstone Committee: Consider flexibility of external member being from variety of backgrounds.
If this is what is desired, suggest the following changes: 2nd sentence : “.... Capstone Project as well as one internal ETSU graduate faculty member and one external member.” And then delete third sentence.
 - c. Portfolio Submission, suggest “At the end of the term, the partial portfolio is submitted....”. This makes it clear that more work is to be done and that a second term will be required.
 - d. Rationale. Needs to be strengthened a tad, I think--and be a bit more specific. I do not think that one can "compile everything that is learned" in any program. Usually, a capstone provides the opportunity for the student to apply knowledge learned in courses to a particular project.
 - e. Catalog description. Application of knowledge learned in focus areas? [not application of knowledge and focus areas]. Is "to complete" meant to be an infinitive?
 - f. Syllabus. Strongly suggest incorporating appendix from the degree proposal that has detailed description of what goes in the final capstone and then indicate what parts will be completed during this course.
 - g. Under “Other” change ‘special needs: to ‘technology assistance’.
 - h. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - i. Please be sure that rationale reflects why the capstone is critical
 - j. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

xl. New Course Proposal GSLD 7500 Capstone Project in Global Sport Leadership II

1. Motion to accept with changes listed was made, seconded, and carried with two abstaining votes.
 - a. Consider using “Global Sport Leadership Capstone II” as title?
 - b. Syllabus. Strongly suggest incorporating appendix from the degree proposal that has detailed description of what goes in the final capstone portfolio and then indicate what parts will be completed during this course. Reiterate presentation of capstone after approval of committee.
 - c. Indicate by what means is the capstone project to be submitted? Via dropbox?
 - d. Under “Other” change ‘special needs: to ‘technology assistance’.
 - e. Under “other”, please consider adding information on the Graduate Student Success Specialist. Example could be: All graduate students have access to the Graduate Student Success Specialist provided through the College of Graduate Studies for academic and personal concerns and support. E-mail: gradsuccess@etsu.edu For more information please see website: www.etsu.edu/gradstud/successservice.aspx
 - f. Please be sure that rationale reflects why the capstone/digital portfolio is critical
 - g. Be sure to place note in the required readings/bibliography section to the affect that students will be required to access primary literature through journal articles. Actual journals used will depend upon precise topic.

C. Graduate Faculty Subcommittee report and recommendations – Dr. Trogen.

Appointment		
<u>Applicant</u>	<u>Department</u>	<u>Recommendation</u>

1. George R Davis	Grad School	Member	
2. Brian D Johnston	Grad School	Member	
3. Eric Beaumont	Biomedical Sciences COM	Member	
4. Russell James Fankhouser	Audiology & Speech- Language Pathology	Affiliate	
5. Richard L Sander	Grad School	Member	
Reappointment	-	-	-
<u>Applicant</u>	<u>Department</u>	<u>Present Status</u>	<u>Recommendation</u>
1. Jill Kearns Hayter	Economics and Finance	Affiliate	Member
2. Thomas E Kwasigroch	Biomedical Sciences COM	Member	Member
3. Samantha R Wampler	Allied Health Sciences	Affiliate	Affiliate

- a. Motion to accept appointments was made, seconded, and carried

D. Report from Academic Council – Dr. Marks

- a. No report

E. Old Business

- a. Discussion of Draft policy: Accelerated Bachelors to Masters Degree Policy
 - i. Draft reviewed by council including additional edit to clarify GA eligibility after student is coded as a graduate student; Final vote for approval will be held after Undergraduate Curriculum Committee meeting in March

F. New Business

- a. Marsh Grube: RODP M.S. in Nursing
 - i. TBR has motioned to terminate the RODP concentration in Nursing Informatics through a 3 year phase-out process. The council recommends approval with the following changes:
 - 1. Please explain how current students will be informed about this change.
- b. Dr. Karin Bartoszuk: Research and Grant Award Committee
 - i. Please encourage departments on campus to participate and serve on this committee. Dr. Bartoszuk will email council members with details and solicitation of volunteers.

G. Other

H. Adjournment: 3:00 p.m.