

# The Graduate Council Minutes

May 16, 2002

3:00 p.m., Administration Building, Board Room

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**Agenda attachments distributed to Graduate Council members only.**  
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**Note: Course changes and additions will not take effect until they are listed in the graduate catalog. Items marked with an asterisk (\*) must have approval by the Texas Higher Education Coordinating Board before listing in the graduate catalog.**

**Members present:** Combes (for Keller), Evenson (for Hartman), Glover, Johnson, Kamman (for Burggren), Kelly (for Gross), O'Connor, Reynolds (for Forney), Schol (for Davis), Tate (chair), Terrell, White

**Visitors present:** Bissett, Dearman, Inn, Kozak, Phipps

**I. Approval of Minutes from Previous Meeting:** The minutes from the April 18, 2002 council meeting were unanimously approved.

## II. Announcements

- A. The College of Education will begin offering Summer 2002 a Graduate Academic Certificate in "Diversity".
- B. The Department of Counseling, Development & Higher Education will begin offering Summer 2002 the following Graduate Academic Certificates: "Adult Learning and Education" and "Community College Leadership".

## III. Requests for New Courses

The following requests were unanimously approved on a motion by Kamman and a second by Evenson.

### A. Communication Studies

1. Add: COMM 5226 – Seminar in Health Communication. 3 hours

Introduction of communication theories and approaches related to health care in interpersonal, organizational and mass communication settings.

Course Safety Category 1

2. Add: COMM 5227 – Seminar in Intercultural Communication. 3 hours

Provides an opportunity to explore existing and emerging issues, theories and practices in intercultural communication.

Course Safety Category 1

The following requests were unanimously approved on a motion by Kamman and a second by Glover.

### B. Journalism

1. Add: JOUR 5030 – Visual Journalism. 3 hours

A comprehensive look at visual communication theory, Gestalt design theory, and applied uses of multimedia, particularly in online visual journalism. Activities include publishable projects on CD-ROM and for the Web. Legal issues in producing multimedia packages, including copyright law, will be addressed.

Course Safety Category 1

2. Add: JOUR 5210 – Race, Gender and the Media. 3 hours

An interdisciplinary readings seminar examining how social constructions of ethnicity and gender are involved in the production, distribution and consumption of the mass media in the United States. Course lectures, assigned readings, diversity interviews, family genograms and a term research project comprise the basis for graded work

Course Safety Category 1

The following request was unanimously approved on a motion by Glover and a second by Schol.

**C. Marketing and Logistics**

1. Add: MKTG 5260 – Applied Multivariate Methods for Marketing Decision Making. 3 hours

Develop a better understanding of the relevance of multivariate techniques such as multiple regression, discriminant, factor, cluster, logistics regression, conjoint analysis, etc. to marketing problems. Using a “hands-on, applications, managerial orientation”, the course emphasizes appropriate statistical and presentation software and packages that enhance correct application, interpretation and presentation of each technique. Prerequisite(s): MKTG 5250 and MSCI 5180 or consent of department.

Course Safety Category 1

The following requests were unanimously approved on a motion by Glover and a second by Evenson.

**D. Counseling, Development and Higher Education**

1. Add: EDHE 5100 – Effective College Teaching and Learning. 3 hours

Application of current research, theory, and practice to the design, development and management of learning and instruction in colleges and universities. It develops skills and experience using research and practice to design, manage and evaluate learning and instruction in higher education.

Course Safety Category 1

2. Add: EDHE 6060 – Introduction to the History and Philosophy of the Community College. 3 hours

Exploration of the development and the evolution of the community college as an innovation in U. S. higher education. It includes the factors that influenced its creation and development, the historical and philosophical roots and the mission and function of community colleges. This course should be the first course taken in the sequence when one completes the community college cognate.

Course Safety Category 1

3. Add: EDHE 6075 – Economic Development and Higher Education. 3 hours

Exploration of the roles, functions, and relationships between economic development in communities and higher education institutions. It examines basic aspects of human capital theory along with local, state and federal policy for human resource development and training and the relation of these to economic development.

Course Safety Category 1

4. Add: EDHE 6080 – Leadership in the Community College. 3 hours

An examination of the theory and practice of leadership as these apply to the comprehensive community college. Topics include motivational theory, communications, group decision making, problem solving, conflict resolution, organizational theory and career planning and development.

Course Safety Category 1

5. Add: EDHE 6085 – Contemporary Issues in the Community College. 3 hours

Exploration of key contemporary issues in the community college as these relate to the areas of developmental education, leadership and governance, state support, federal student aid, federal policies affecting higher education and community colleges, evaluation and accountability, professional development, leadership development, diversity and access. This course should be the last course taken in the sequence when one completes the community college cognate.

Course Safety Category 1

The following requests were unanimously approved on a motion by Glover and a second by Reynolds.

**E. Teacher Education and Administration**

1. Add: EDSE 5105 – Practicum I. 3 hours

Supervised teaching experience in the public schools as teacher of record. Required for initial teacher certification for those already holding a baccalaureate degree. Interns are guided by a school district mentor who assists them with classroom management strategies, student problems and concerns, and general guidance. Interns are also monitored and counseled by qualified university supervisors who frequently visit/observe/assess in the classroom. A teaching portfolio is required. Pass/no pass only. Must show proof of employment in a school recognized by the Texas Teacher Education Agency in order to enroll. Prerequisite(s): EDSE 5002, 5004, 5130, and 5470, or consent of program administrator.

Course Safety Category 2 (Course safety evaluation form attached)

2. Add: EDSE 5115 – Practicum II. 3 hours

Supervised teaching experience in the public schools as teacher of record. Required for initial teacher certification for those already holding a baccalaureate degree. Interns are guided by a school district mentor who assists them with classroom management strategies, student problems and concerns, and general guidance. Students are also monitored and counseled by qualified university supervisors who frequently visit/observe/assess in the classroom. A teaching portfolio is required. Pass/no pass only. Must show proof of employment in a school recognized by the Texas Teacher Education Agency in order to enroll. Prerequisite(s): EDSE 5002, 5004, 5105, 5130, and 5470, or consent of program administrator.

Course Safety Category 2 (Course safety evaluation form attached)

3. Add: EDEE 5850 – Instructional Methodologies in Language Arts and Social Studies. 3 hours

Survey of subject-specific instructional methods and activities in English/language arts and social studies, along with connections to fine arts. Includes subject-specific assessments, subject-specific technology applications, and the application of content area reading methods. Includes 24 clock hours of field experiences. Course is designed for post-baccalaureate teacher certification candidates only. Prerequisite(s): EDRE 4450 or 4820.

Course Safety Category 1

4. Add: EDEE 5860 – Instructional Methodologies in Mathematics and Science. 3 hours

Survey of subject-specific instructional methods and activities in mathematics and science, along with connections to fine arts. Includes subject-specific assessments, subject-specific technology applications, and the application of content area reading methods. Includes 24 clock hours of field experiences. Course is designed for post-baccalaureate teacher certification candidates only. Prerequisite(s): EDRE 4450 or 4820.

Course Safety Category 1

The following request was unanimously approved on a motion by Glover and a second by Kelly.

**F. Technology and Cognition**

1. Add: ATTD 5130 – Roles and Responsibilities of Career and Technical Education Professionals. 3 hours

Focuses on the career and technical education teacher's role in the classroom, laboratory, school, and community. Emphasizes the roles of technology, discipline, and liability.

Course Safety Category 1

The following requests were unanimously approved on a motion by Johnson and a second by O'Connor. \*Item III.G.2 was approved pending the approval of the MM degree in organbuilding.

**G. Music**

1. Add: MUAG 5290 – History of Organ Style and Design. 2 hours

A survey of national styles of organbuilding in Germany, France, Italy, Spain, and England 1550-1900. Emphasis on construction of action, windchests, and pipes. Contemporary development of the organ in North America. Prerequisite(s): MUAG 4390, undergraduate organ literature.

Course Safety Category 1

- \*2. Add: MUAG 5300 – Apprenticeship in Organbuilding. 4 hours

Apprenticeship experience with an approved organbuilder. Apprentice to gain experience in several areas of organbuilding including tuning, voicing, design, windchest construction, action regulation, and general service work. Prerequisite(s): completion of 20 hours towards the Master of Music with a major in performance and a concentration in organbuilding.

Course Safety Category 3 (Course safety evaluation form attached)

3. Add: MUAG 5450 – Introduction to Music and Medicine. 3 hours

A general overview of the discipline of music medicine, including major contributions to the field, history, methodologies, and practical performance, clinical and pedagogic applications.  
Prerequisite(s): must be admitted to program.

Course Safety Category 1

4. Add: MUAG 6450 – Advanced Music and Medicine Seminar. 3 hours (2;1)

This interdisciplinary seminar involves conducting and completing a semester-long project utilizing the research, clinical, and/or educational resources for the Texas Center for Music and Medicine. Prerequisite(s): MUAG 5450.

Course Safety Category 1

**IV. Request for New Program**

None

**V. Request for Change in Program/Major/Degree/Option Requirements**

Items V.A. - V.G. were unanimously approved on a motion by Kelly and a second by Evenson.

- \*A. The College of Music requests to add a new specialization in collaborative piano to the MM degree with a major in performance.
- B. The College of Music requests to add a 12 hour related field option in music and medicine to the DMA degree. The new related field option would include two core music & medicine courses and two electives.
- C. The College of Music requests to change the requirements for the qualifying examinations for the DMA degree. Students are currently required to pass 12 hours of written examination in their major field, related field and other required areas of study as well as a two-hour oral examination. Under the new requirements, students would be required to pass written examination in 6 hours of their major field and 3 hours in a related field. The student is also required to complete an assigned written research project and pass a two-hour oral examination.
- D. The Department of English requests to change the standardized admission test score requirements for all of the MA and PhD degrees in English, and the MA degree in linguistics; including their concentrations. These changes are to accommodate the restructuring of the GRE. The current GRE requirement for the MA degrees in English is a 50% verbal score or TOEFL of 575; and GRE writing test of 3 (technical writing, ESL and the MA in linguistics must have a 50% analytical score). The PhD required a 70% verbal score or TOEFL of 630 and a writing portfolio. The new minimum GRE requirements for all the master's degrees in the Department of English are a 50% verbal score and a 3 on the analytical writing section (4 for the MA in technical writing); international students must also submit TOEFL scores of 575/233. The new requirements for the PhD are a 70% verbal score and a 4 on the analytical writing section; international students must also submit TOEFL scores of 630/267.
- E. The Department of Counseling, Development & Higher Education requests to change the residency requirement for the EdD in Higher Education. The current requirement states "A minimum residence requirement consisting of two consecutive semesters (fall and spring, spring and fall, or two summer terms and on contiguous semester) must be completed. A minimum enrollment of 9 hours in each of the two semesters or the two summer terms is required. Residency must be completed prior to attempting the written qualifying examination." The proposed requirement is "To meet the residency requirement, students are required to enroll in a minimum of 18 semester hours during a calendar year. Residency must be completed prior to attempting the written qualifying exam." This change allows flexibility for employed professionals while meeting the intent of the College's residency requirement

which is to encourage concentration on doctoral study. This will make the higher education residency requirements for the EdD comparable to those of other EdD programs in the college.

- F. The Department of Teacher Education & Administration requests to change the standardized admission test score for the MEd in Elementary Education from 375 verbal and 450 analytical to 370 verbal and a score of 3 on the analytical writing section. The department also requests to the standardized admission test score for the EdD and PhD in Curriculum and Instruction from 450 verbal and 500 analytical to 450 verbal and a score of 4 on the analytical writing section.
- G. The Department of Teacher Education & Administration requests to add a grades EC-4 option to their existing 4-8 Post-Baccalaureate Teacher Certification. Course requirements include: EDEE 3320, 3380 (or 5320 and 5360), 5850, and 5860; EDRE 4450; 4870; EDSP 3210, 4680; and DFEC 3123, 3613, 4243, 4633, 4233 or DFEC 5133, 5513, 5633, 5613, 5623, plus either EDEE 4101 and 4102 or EDEE 5030 (6 hours). Demonstrated competency with special needs learners may be substituted in lieu of EDSP 3210 upon departmental approval. Additionally, competency in child development may be substituted for DFEC 3123.

## VI. Request for Dual/Joint Degree Programs

None

## VII. Consent Calendar

The consent calendar was unanimously approved on a motion by Schol and a second by White.

### A. Course Changes

#### 1. English

- a. Change: ENGL 5490 – Studies in the Contemporary Novel (change course title and short course title)

ENGL 5490 – Studies in the Twentieth-Century British Novel. 3 hours. A detailed study of the writings of one or more major 20<sup>th</sup> Century British novelists, with consideration of relevant social and intellectual interests of the time.

- b. Change: ENGL 5540 – Studies in Contemporary British Literature (change course title and short course title)

ENGL 5540 – Studies in Twentieth-Century British Literature. 3 hours. A detailed study of the complete writings of one or more major 20<sup>th</sup> Century British authors, with consideration of relevant social and intellectual interests of the time.

#### 2. Marketing and Logistics

- a. Change: MKTG 5250 – Information Tools for Strategic Marketing Decisions (change course title and description)

MKTG 5250 – Information for Strategic Marketing Decisions. 3 hours. Overview of methods for conducting market research. Research methodology topics covered include why and when to do marketing research; data types, sources, and collection methods; sampling; and data analysis techniques. Use of the Internet as a major resource for conducting market research. Prerequisite(s): MKTG 5150 and MSCI 5010; MSCI 5180 is recommended or consent of department.

#### 3. Counseling, Development & Higher Education

- a. Change: COUN 5660 – Advanced Counseling Techniques (change course title, short course title, and prerequisites)

COUN 5660 – Advanced Counseling Skills. 3 hours. A competency-based course with experiential emphasis. The student is required to demonstrate proficiency in counseling concepts and techniques before proceeding to COUN 5690. Prerequisite(s): COUN 5480, 5680, 5710, and 12 additional hours in counseling, or consent of department.

- b. Change: COUN 5680 – Basic Counseling Techniques (change course title and short course title)

COUN 5680 – Basic Counseling Skills. 3 hours. A study of selected basic techniques of counseling and of the application of ethical standards in counseling. Corequisite(s): COUN 5170.

- c. Change: EDHE 5110 – Foundations of Student Development Administration. (delete course prerequisites)

EDHE 5110 – Foundations of Student Development Administration. 3 hours. Principles and techniques of administration applied to the student development subsystem of higher education institutions. Applications to both senior and community college institutions.

- d. Change: EDHE 5120 – Student Development Programming Administration. (change course prerequisites)

EDHE 5120 – Student Development Programming Administration. 3 hours. Principles and techniques of creating, analyzing, and administering student development programming to meet the needs of heterogeneous college student groups in the areas of academic, social, community and personal development in higher education. Applications to both senior and community college institutions. Prerequisite(s): EDHE 5110.

- e. Change: EDHE 5240 – Instruction in the Community College. (change course number, title, short course title and description)

EDHE 6070 – Teaching and Learning in the Community College. 3 hours. A review and application of knowledge and competencies to develop, manage and evaluate instruction in the context of the community college. Includes an examination of learning theory, learners, instructional theory, assessment, and the community college as a learning college.

- f. Change: EDHE 5270 – The Administrative Structure of the Community College. (change course number, title, short course title and description)

EDHE 6065 – Finance and Administration in the Community College. 3 hours. Examination of the context for and operation of community college administration with emphasis on governance and finance at the local and state levels.

- g. Change: EDHE 6510 – Perspectives on Higher Education. (change course title, short course title and description)

A study of the development of higher education in the United States, including the forces and events which have shaped institutions and institutional culture and practice. Identification of the significant events and actions that have shaped the evolution of higher education institutions and analysis of the implications of these for practice and for the future of higher education.

- h. Change: EDHE 6750 – Personnel Administration in Higher Education (change course title, short course title and description)

Examination of research and practice, including principles and techniques for the development, management and evaluation of faculty and staff, in colleges and universities.

4. Technology and Cognition

a. change: ATTD 5000 – Demonstrating Effective Presentation Skills (change course number)

ATTD 5120 – Demonstrating Effective Presentation Skills. 3 hours. Such instructional strategies as lecture and demonstration are emphasized; includes introduction, questioning, and summary techniques, as well as the use of basic media commonly utilized in technical presentations.

b. Change: ATTD 5450 – Organization and Development of Instructional Materials. (change course number, title, short course title, and description)

ATTD 5110 – Curriculum Design and Instructional Resources. 3 hours. Development, organization, and use of curriculum materials and resources in career and technical education, with an emphasis on employability skills, work-based learning and instructional technology.

**B. Course Deletions**

None

**VIII. Old Business**

None

**IX. New Business**

**A. Recommendations from the Admissions & Policy Committee**

The following recommendation was unanimously approved on a motion by Kamman and a second by Schol.

**1. It is recommended that an academic unit may evaluate a student's scores on the GRE verbal, quantitative, analytical, writing/analytical writing, or subject test from multiple administrations of the GRE.**

Current graduate school practice is to only accept a student's GRE scores from a single administration. For example, if a student makes an acceptable verbal test score on the first administration and an acceptable quantitative score the second time the student takes the examination, a department cannot consider (without appeal) the two individual scores from both examinations. The graduate school has learned that there is no Graduate Record Examination Board policy that precludes departments from evaluating a student's scores from multiple administrations of the GRE. Therefore, approval of this recommendation will provide additional flexibility in the use of GRE scores for admission decisions. *(Original proposal by Dr. Jon Young, Chair, Department of Technology and Cognition, College of Education.)*

The following recommendation was unanimously approved on a motion by Kelly and a second by Evenson.

**2. It is recommended that programs have the option to waive admission test scores for applicants to a master's degree program who hold an earned JD degree with a grade point average of at least 3.0 over the JD coursework.**

Approval of this recommendation would allow persons with a JD to be considered for an admission test waiver in the same way that current policy allows departments to request a waiver of admission test scores for master's applicants who already hold an earned master's degree in a

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related or relevant discipline. *(Proposed by Dr. Phil Turner, Dean, School of Library and Information Sciences)*