DEPARTMENT OF EDUCATIONAL STUDIES  
Faculty Meeting Minutes  
November 19, 2002

Present:  

Called to order 4:03 p.m.

Opening:  
Dr. Gulledge began with an explanation of the recent history of 791/792 and how the course was handled. Prior to Dr. Maurice Field’s retirement, he worked with students in their Masters Research Projects. No salary was assigned to this responsibility. (See attached handouts.) All students must submit application to the Department and University IRB regarding their proposed research projects. Our Departmental IRB met and examined the projects and applications submitted. All were rejected because of improperly completed applications. We are currently not in compliance with the catalog, regarding our handling of this course. Dr. Daniel is bringing a proposal to ensure departmental compliance.

Dr. Daniel gave an explanation of what the committee is trying to do. She stated that several faculty members have been working with students on IRB forms and what we were not prepared for was how complete the forms have to be. Our students are not prepared for this because we have not prepared them. For the projects in process, a short timeline exists to get them sent back through the departmental IRB and university IRB. The students’ graduation would likely be delayed.

The attached proposal, if approved, would not have to go through the senate. All this amendment says is that we have to go back to the catalog and assign sections of 791/792 to the faculty, and it will be taught in-load. Students will be exposed to seminars, and students would then have the prerogative to choose to write a grant proposal or some type of research such as curriculum mapping. They would not be required to produce a bound project as is currently being required.

Dr. Gulledge asked for discussion. A summary of the questions, answers, and comments follows.

Would only graduate faculty be teaching seminars? Yes.

The catalog description is not at all what we are currently doing. Dr. Victoria Seng, Dean of Graduate Studies, was emphatic that we must do what is in the catalog. We must get back on track.
How will this affect HHP? All students will receive a letter explaining what we are doing. One of things we will have to look at is what is relationship of record. The professor would have a syllabus, the professor will work with them, rather than advisers. Perhaps this would give us an opportunity to bring students in on faculty research if the students do not have an idea of what they would like to do.

One faculty member mentioned that they turned in a research proposal application to the IRB, and found that some things required by UT Martin are not required by other schools.

It was asked if there would be a class limit or cap, and if Dr. Field did this in-load. Yes, there would be a limit, and no it was not previously in-load. There was a concern about how many students per faculty. It was suggested that perhaps this course would be treated like student teaching with a few students per faculty member.

Will there be a common syllabus or will the professors have to decide individually the syllabus for their assigned sections. There would be a common syllabus. The faculty have the prerogative to accept or reject proposals by the students.

It was asked if HHP would have to conform with Education or if there would be recognition that they will be different? The students must conform to an extent, but the assigned professor would work with HHP so the student’s project would be HHP based. Dr. Daniel would recommend that Dr. Blair have a memo done regarding consideration of the students in HHP.

Current practice is that we have a committee, but that is not what is in catalog.

Does this mean that this is becoming a seminar? Dr. Daniel said it is becoming a culminating experience. If a person decides to do a research investigation, they would need to go to their adviser or faculty who knows about it.

Discussion ensued regarding the proposal and the NCATE process. Adopting the proposal presented to the faculty would bring our practice in line with the catalog.

Several schools have an option to do research or take more courses. Not everybody had a “written product”, but had a portfolio of what they had done, or produced a poster session. Dr. Arant said she will check at Memphis to see what they are currently doing, and to see if there were other requirements behind the scenes that those at the poster sessions had to produce other than the portfolios, etc.

Would there be an option to go forward with masters research project, or get into 791/792 with the syllabus we draft? Dr. Daniel said that we are taking the extra coursework “off the table” with this proposal. If they go ahead with what they are doing now, they would delay graduation.
It was suggested that we invite the appropriate students to attend grant writing workshops. What about a best practice research paper? Would this be permissible? That would depend on the drafted syllabus.

Call for the question:
Dr. Gulledge asked for a show of hands for all in favor of accepting the amended proposal, and all against. Motion carried to accept the proposal as amended.

Coordinated health curriculum materials
Dr. Deborah Chapman told the faculty that, though a grant from the CDC, she had health program curriculum materials, primarily for K-12, available for use by faculty or by students teachers. She feels that if the student teachers take the materials out into the schools, using them to integrate health into other subjects, it would introduce the material to the teachers, making them aware of their availability. She said there were team building activities, working on cooperation and self esteem issues, etc. We need to show CDC that we are using this. The faculty or student teachers should see Dr. Chapman to check these items out.

Adjournment:
The meeting was adjourned at 4:44 p.m.