

**College of Education, Health and Human Sciences
Graduate CRC Meeting
Minutes
March 15, 2006**

Members Attending: Ann Fairhurst (Chair), Greer Fox, Jung Han Kim, Marla Peterson, Gary Ubben (for Glennon Rowell), Michael Waugh, Craig Wrisberg

Guests/Non-Voting Members: Dulcie Peccolo, Barbara Thayer-Bacon, Vince Anfara, Gene Fitzhugh, Susan Smith

Ex Officio: Tom George

I. Meeting was called to order by Ann Fairhurst at 8:30 a.m. in Claxton 412.

II. Approval of Minutes – November 2, 2005

Minutes approved

III. Old Business

Tom George reported that all items from our fall meetings presented to the graduate council were approved, with the exception of one item: the addition of new course Exercise Science 630, "Obesity Epidemiology." Questions were raised at the Graduate Council's Curriculum Committee meeting regarding the absence of a general epidemiology course prerequisite and use of the term "epidemiology" rather than "etiology." The item was withdrawn so that it could be re-examined by the College. Dr. Fitzhugh and Dr. Jahns made changes in the syllabus, including changing the test and are now submitting the revised course proposal for this committee's approval.

In the interim, Dr. David Golden, Chair, Graduate Curriculum Committee withdrew his objections and suggested that the proposed course be returned to the Curriculum Committee in its original form.

Dr. George incited the College's representatives to the Graduate Council's Curriculum Committee (Drs. Susan Smith, Vince Anfara, and Barbara Thayer-Bacon) to voice their concerns.

Susan Smith stated that the proposed 600-level epidemiology course does not include PH 540 (Principles of Epidemiology) nor any biostat/ or stat courses as prereqs. The supporting documentation for ES 630 includes a statement that "Health 540 is not a viable prerequisite for this course due to restrictive enrollment for only Masters of Public Health majors." Dr. Smith indicated that enrollment is not restricted, and that their department would like to see Health 540 as a prereq for the new course, and assured the committee that there are enough extra seats in the course to accommodate students who would need to take it to meet a prereq requirement if it were in place.

Dr. Fitzhugh indicated that he would also like to see Health 540 as a prereq, but for the last 2 years the course has not been available to their students. He agreed that if the ITHES department would assure them that the course would be made available to their students, he would agree to it being added as a prereq. Both Susan Smith and the ITHES interim department head, Barbara Thayer-Bacon, agreed that Health 540 would be available to the students needing to take it as a prereq for Exercise Science 630.

With that assurance, Dr. Fitzhugh amended the proposal for ES 630 to reflect (RE) Prereq: Health 540 and (DE) Recommended Background: a Biostatistics or other statistics course. He also agreed to strike the statements from the supporting documentation that were of concern to the ITHES department.

The committee voted to retract the ES 630 as approved in September, 2005 and to accept the revised version with the added prereqs and recommended background, and to cross-list the course with Nutrition as follows:

DEPARTMENT OF EXERCISE, SPORT, & LEISURE STUDIES

(347) Exercise Science

ADD AND CROSSLIST (PRIMARY)

630 Obesity Epidemiology (3) Epidemiological focus on the prevalence, etiology, consequences, prevention, and treatment of obesity across the lifespan. Epidemiological research methods and the role of physical activity and diet will be emphasized. (RE) Prerequisite: Health 540. Recommended Background: A biostatistics or other statistics course. (Same as Nutrition 630)

SUPPORTING INFORMATION:

- a. Rationale: New course designed to replace ES 625 (Mortality & Survival). Obesity-related research is prevalent throughout the UTK campus. This course will allow graduate students cross campus to gain a foundation on epidemiology research methodologies utilized in illuminating the etiology and efficacy of obesity prevention and treatment modalities. While a major focus will be placed on the role of physical activity and diet in obesity epidemiology, each student will be able to extend this information to their own research area.
- b. Relationship to other courses/departments: The course is designed to be an advanced epidemiology class specific to only one health-related topic, obesity. The course is intended primarily for exercise science and nutrition students; however students in other health science disciplines may enroll in this class as an elective that could be used as a component of a planned university-wide epidemiology tract. The course is not intended to replace basic epidemiology methods classes taught in other departments or program areas.
- c. Format: Traditional classroom lecture with lab
- d. Financial Impact: The course will be team taught as part of the normal teaching load of Eugene Fitzhugh and Lisa Jahns, tenure track Assistant Professors in Exercise Science and Nutrition, respectively. No financial impact is anticipated.

Approved
Effective Fall 2007

IV. New Curricular Items - All items approved unless otherwise noted.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

(255) Counselor Education

Revise (DE) Prereqs and Course Comment:

555 Practicum in Counseling (3)

(DE) Prerequisite(s): COUN 551, COUN 550 or 556, COUN 554.

Comment(s): Admission to School Counseling or Mental Health Counseling program is required.

Formerly:

(DE) Prerequisite(s): 431, 525, and 551.

Comment(s): Admission to program is required.

SUPPORTING INFORMATION:

a. Rationale: Some students were enrolled in practicum without having completed introductory classes in school and mental health counseling (COUN 550 or COUN 556). In addition, students are required to conduct groups in the practicum; yet, some students enrolled in practicum had not taken the group course (554). The course 525 is not necessary for practicum.

b. Impact: None

558 Internship in School Counseling (1-6)

(DE) Prerequisite(s): COUN 555 and 525.

Comment(s): Admission to school counseling program required

Formerly:

(DE) Prerequisite(s): 550.

SUPPORTING INFORMATION:

a. Rationale: this change is needed because Coun 550 will be required for Coun 555, and Coun 555 is a DE Prereq for Coun 558. In addition, since counselors will be required to administer and interpret test results in internship, Coun 525 is a prereq.

Revise (DE) Prereq

559 Internship in Mental Health Counseling (1-6)

(DE) Prerequisite(s): COUN 555 and 525.

Formerly: (DE) Prereq: 555

SUPPORTING INFORMATION:

a. Rationale: Counselors will be required to administer and interpret test results in internship. These skills are covered in Coun 525

(461) Higher Education Administration

Request for Non-Standard Format

Higher Education Administration 536 Policy Issues in Higher Education Quality Assurance (3)

Projected Dates for Session: 8:00 a.m. – 4:00 p.m. Four Saturdays and one Friday in First Term Summer 2006

Total Number of Weeks: Five Weeks

Total Number of Contact Hours: 2250 minutes (45 contact hours)

Description of Course: This is a seminar course designed to explore the heritage, the philosophy, the strengths and liabilities of major quality assurance and accountability systems in higher education. Seminar topics and reading assignments are given to students a month in advance of class beginning on June 10, 2006. The seminar will meet on campus for four Saturdays, June 12, 17, 24, July 1, and one Friday, July 7.

Effective Term: Summer 2006

DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY, HEALTH, AND EDUCATIONAL STUDIES

(569) Instructional Technology

REVISE REGISTRATION PERMISSION AND RESTRICTION

575 The Internet: Implications for Teaching and Learning (3)

Permission of instructor required.

Formerly:

Registration Restriction and Permission: Admission to an ITES program or permission of instructor.

SUPPORTING INFORMATION:

- a. Rationale: To clarify course prerequisite.
- b. Impact on other units: Course already exists; no change.
- c. Financial Impact: None.

(256) Curriculum, Research, and Evaluation

DROP

541 The High School Curriculum (3)

SUPPORTING INFORMATION:

- a. Rationale: No faculty in ITES department to teach course and no longer needed for program. Better fit in TPTE.
- b. Impact on other units: TPTE department will add this course to their course list.
- c. Financial Impact: None.

557 The Junior High and Middle School Curriculum (3)

SUPPORTING INFORMATION:

- a. Rationale: No faculty in ITES department to teach course and no longer needed for program. Better fit in TPTE.
- b. Impact on other units: TPTE department will add this course to their course list.
- c. Financial Impact: None.

(271) Cultural Studies in Education

REVISE REPETITION

549 Topics in International Education (3)

Repeatability: Maximum 9 hours.

608 Seminar in Philosophy of Education (3)

Repeatability: Maximum 6 hours.

625 Seminar in History of Education (3)

Repeatability: Maximum 6 hours.

SUPPORTING INFORMATION:

- a. Rationale: To clarify catalog description and requirements.
- b. Impact on other units: Course already exists; no change.
- c. Financial Impact: None.

(570) Instructional Technology and Educational Studies

REVISE REPETITION

593 Independent Study (1-3)

Repeatability: Maximum 9 hours.

594 Independent Study (1-3)

Repeatability: Maximum 9 hours.

595 Independent Study (1-3)

Repeatability: Maximum 9 hours.

693 Independent Study (1-3)

Repeatability: Maximum 9 hours.

694 Independent Study (1-3)

Repeatability: Maximum 9 hours.

695 Independent Study (1-3)

Repeatability: Maximum 9 hours.

SUPPORTING INFORMATION:

- a. Rationale: To clarify catalog description and requirements.
- b. Impact on other units: Course already exists; no change.
- c. Financial Impact: None.

DEPARTMENT OF NUTRITION

REVISE REPETITION

515 Field Study in Community nutrition (1-12) May be repeated. Maximum 12 hours.

Formerly: No repetition/maximum.

- a. Rationale: NTR 515 is first taken by public health nutrition students as an in-depth study in association with community nutrition programs. Students typically register for 9 credits in the summer semester for the in-depth study at the field site and then return to campus where they register for 1 credit in the Fall semester to complete their written analysis in consultation with the instructor. The addition of "May be repeated: to the catalog description will be consistent with curricular needs and practice.
- b. Impact: None
- c. Financial Impact: None.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

(293) Educational Administration

DROP

518 Educational Specialist Research and Thesis (3)

SUPPORTING INFORMATION:

- a. Rationale: When the Departments of Educational Administration and Policy Studies and Theory & Practice in Teacher Education merged, a number of courses were dropped from Educational Administration since they already existed within TPTE. Such courses included independent studies, dissertation, special topics, and the like. This course, EA 518, should have been dropped at that time. TPTE 518 already exists with the same exact description.

(394) Foreign Language/ESL Education

ADD COURSE

FL/ESL 566 ESL Assessment and Evaluation (3) This course highlights the implementation of authentic assessment, specifically, portfolio assessment for ESL students in K-12 settings. It focuses on designing appropriate tools for various assessment purposes. Specific types and different forms of assessment are examined based on their effectiveness and meaningfulness.

SUPPORTING INFORMATION:

- a. Rationale: This course has been offered for a number of years under the Special Topics Courses, TPTE 695.
- b. Relationship of the course to other courses/programs: It is required for students in the ESL teacher licensure program, but does not have any relationship to courses outside of the department.
- c. Format of course including location: Traditional on-campus format.
- d. Financial impact (include data relative to staffing, equipment, facilities, additional costs, effect upon other courses): There is no financial impact associated with the addition of the suggested course because it has been taught as a special topics course for a number of years as part of existing faculty load.

Approved pending receipt of new syllabus that reflects the new course number.

(978) Theory & Practice in Teacher Education

Revise Repetition

TPTE 518 Educational Specialist Research & Thesis . Maximum 45 hours.

*Item Withdrawn by department.
System maximums already in place for
thesis and dissertation hours.
Action not necessary.*

II. Program Changes

ADD PreK-12 Certificate in Educational Administration to appear as follows:

On page 153 of the 2005-2006 Graduate Catalog, add PreK-12 Certificate in Educational Administration to appear as follows:

Pre-K-12 Certificate in Educational Administration

The PreK-12 Certificate in Educational Administration consists of a minimum of 18 graduate credit hours of selected coursework. Students that currently hold a M. S./Ed.S. Degree in Education, or a related field, may apply for admission to the certificate program. Admission criteria are the same as outlined for the Master of Science degree with the Educational Administration Major. Participants will obtain the competencies required for the Beginning Administrator License (with a 481 Tennessee endorsement). The curriculum for the PreK-12 Certificate in Educational Administration is listed: EA 583: Educational Leadership - Principalship (3 hrs.), EA 515: Human Relations and Communication in Administration (3 hrs.), TPTE 595: Curriculum for Administrators (3 hrs.), EA 553: Strategic Planning (3 hrs.), EA 554: Policy Issues in Educational Law, PreK-12 (3 hrs.), EA 548: Supervision and Personnel Administration (3 hrs.).

REVISE PROGRAM DESCRIPTION

On page 148 of the 2005-2006 Graduate Catalog, revise description of Certificate Program to appear as follows:

Certificate Programs
PreK-12 Certificate in Educational Administration
Urban Education

The College of Education, Health, and Human Sciences offers the Master of Science, Specialist in Education, and Doctor of Philosophy degrees through the Department of Theory and Practice in Teacher Education. The Department houses graduate programs in educational administration and supervision, and teacher education.

SUPPORTING INFORMATION:

- a. Rationale: A need for the PreK-12 Certificate in Educational Administration was identified during recruiting visits to school districts across the region and during annual interview sessions that are conducted as a requirement for enrollment in existing administration programs. Many Ph.D. students come to us seeking licensure as part of the Ph.D. Many teachers that hold Master's degrees have expressed the desire for a program that would enable them to complete administrator licensure competencies at the University of Tennessee, rather than at another university, and without having to pursue another graduate degree. The admission requirements will be the same as for the M. S. program.
- b. Impact on other academic units: There will be no impact on other academic units since the curriculum and the tenure/tenure line program faculty are currently in place under the M.S./Ed.S. programs in the Department of Theory and Practice in Teacher Education.
- c. Financial impact (include data relative to staffing, equipment, facilities, additional costs) upon other programs. The curriculum for the Proposed PreK-12 Certificate in Educational Administration will be offered concurrently with the existing M.S./Ed.S. programs. No additional materials, facilities, or faculty will be required to deliver the certificate program since students enrolled in the certificate program will be enrolled in the designated classes at the times the classes are regularly scheduled for M.S./Ed.S. students. Tenure/tenure-line program faculty members are listed below:

Anfara, Vincent, Ph.D.
Angelle, Pamela, Ph.D.
Brewer, Ernest, Ed.D.
Patterson, Faye, Ed.D.
Ubben, Gary, Ph.D.

REVISE INITIAL LICENSURE PROGRAM

On page 148-149 of the 2005-2006 Graduate Catalog, the Masters of Science, Educational Major below section, Initial Licensure Program to appear as follows:

ADMISSION

The applications required by both the Office of Graduate Admissions and the Educational Administration program must be completed.

A grade point average (GPA) of 2.7 or higher for undergraduate work or GPA 3.2 or higher for prior graduate work is required. Applicants to the MS program must possess teacher or school-related licensure; have, or will have, by program completion three years teaching experience or experience working in schools; and must interview with an admission committee. Candidates for the educational administration major must possess leadership potential preferably demonstrated by previous leadership experience. Three rating forms must be provided with recommendations from three present or former employers that identify a candidate's strengths, weaknesses, and leadership potential. Interviews with applicants will be held each year in April. Courses will officially start in June.

Requirements	Hours Credit
Core Requirements (513, 515, 548, 553)	12
Specialization (523, 554, 583, 590, 596 , 544)	15
Research (516)	3
Internship (580)	6

Total 36

SUPPORTING INFORMATION:

a. Rationale: The GRE is no longer required for the Master of Science Educational Administration Major in the Department of Theory and Practice in Teacher Education.

EA 596 - Seminar in School Leadership K12 has been dropped as a required course, and EA 544 - School Finance and Business Management has been added as a requirement based on feedback from school districts requesting more emphasis on school finance.

b. Impact on other academic units: There will be no impact on other academic units since the curriculum and the tenure/tenure line program faculty are currently in place under the M.S program in the Department of Theory and Practice in Teacher Education.

c. Financial impact (include data relative to staffing, equipment, facilities, additional costs) upon other programs. The curriculum currently exists for the M.S. program. No additional materials, facilities, or faculty will be required to deliver the program.

Tenure/tenure-line program faculty members are listed below:

Anfara, Vincent, Ph.D.
Angelle, Pamela, Ph.D.
Brewer, Ernest, Ed.D.
Patterson, Faye, Ed.D.
Ubben, Gary, Ph.D.

REVISE EDS EDUCATIONAL ADMINISTRATION PROGRAM REQUIREMENTS

On page 151-152 of 2005-2006 Graduate Catalog, the Specialist in Education, Educational Administration under section, Requirements to appear as follows:

REQUIREMENTS

The EdS with a major in educational administration requires a minimum of 45 hours of study. A final comprehensive examination is required as is a culminating research paper or thesis depending on the program.

	Hours Credit
Core Requirements (513, 515, 548, 553)	12
Specialization (523, 554, 583, 590, 544)	15
Research (516, * 592, **Elective)	9
Internship	6
580	3

Total 45

*A thesis option is available with approval of advisor.

**Elective from outside the Educational Administration area chosen in consultation with advisor.

a. Rationale: EA 596 - Seminar in School Leadership K12 has been dropped as a required course, and EA 544 - School Finance and Business Management has been added as a requirement based on feedback from school districts requesting more emphasis on school finance.

b. Impact on other academic units: There will be no impact on other academic units since the curriculum and the tenure/tenure line program faculty are currently in place under the Ed.S. program in the Department of Theory and Practice in Teacher Education.

c. Financial impact (include data relative to staffing, equipment, facilities, additional costs) upon other programs. The curriculum currently exists for the Ed.S. program. No additional materials, facilities, or faculty will be required to deliver the program.

Tenure/tenure-line program faculty members are listed below:

Anfara, Vincent, Ph.D.

Angelle, Pamela, Ph.D.

Brewer, Ernest, Ed.D.

Patterson, Faye, Ed.D.

Ubben, Gary, Ph.D.

V. Committee Membership/Leadership and Proposed Fall Calendar

Representatives for Theory & Practice in Teacher Education and Child & Family Studies will be rotating off the committee this term. These departments are asked to select a representative to serve Fall 2006 – Spring 2009 by our next meeting.

The committee elected Dr. Craig Wrisberg to serve as chairperson for 2006-2007.

Based on the common meeting times for the college (effective Fall 2006), our committee will meet on either the 1st or 2nd Wednesday from 3:00 – 4:30 p.m. A calendar of proposed dates for Fall term was distributed. An updated calendar of all meetings will be provided in April.

With no further items, the meeting adjourned.