

College of Education, Health and Human Sciences
Graduate CRC Meeting
Minutes
September 28, 2005

Members Attending: Glennon Rowell, Ann Fairhurst, Jung Han Kim, Marla Peterson, Michael Waugh, Craig Wrisberg,

Guests/Non-Voting Members: Dulcie Peccolo, Clara Lee Brown, Grady Bogue

Ex Officio: Tom George

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

II. Selection of Chairperson -

Ann Fairhurst was voted chairperson of the 2005-2006 Graduate CRC.

III. Calendar

Meeting calendar was distributed. Reminder that Oct. 19 is the final deadline for materials for the 2005-2006 catalog.

IV. Submission Guidelines -

Guidelines for submitting materials to the Graduate CRC were distributed to committee members. These same documents have been sent to the departmental secretaries and department heads.

V. Approval of Minutes – April 13, 2005 Minutes Approved.

VI. Curricular Items –

Theory & Practice in Teacher Education

Foreign Language/ESL Education

REVISE DESCRIPTION

578 Teaching English as a Second Language (3) The course examines ESL pedagogy, practices, and instructional strategies that accommodate students in all levels of ESL/EFL settings. This class is required for Tennessee (PreK-12) licensure. Prereq: **Insert New Course # for 587** or consent of instructor.

Formerly:

578 Teaching English as a Second Language (3) Instructional methods; utilization of assessment procedures to diagnose English linguistic proficiency; materials for non-native speaker in K-12 classroom. Required for Tennessee ESL (K-12) licensure. Prereq: 587 or consent of instructor.

- a. Rationale: The new description better represents the refined focus of this already established class.
- b. Impact on other units: This class is an integral component of the graduate programs in ESL education in the TPTE department. It is also a required class for TN licensure in ESL. It does not conflict with any other classes on campus.
- c. Financial impact: There is no financial impact associated with the revision of the description of this class. Existing faculty in the program area/department teach this class.

*Approved Pending Prereq Number
Effective Fall 2006*

REVISE TITLE AND DESCRIPTION

587 Content-Based ESL Methods (3) This course focuses on designing and implementing Content-Based ESL instruction to enhance ELLs' academic achievement. Prereq: Consent of instructor.

Formerly: Teaching Foreign Languages in Secondary Schools (3) Advanced instructional techniques and evaluation procedures: materials analysis and preparation; trends, issues, and research in modern foreign languages and Latin; Prereq: Consent of instructor.

- a. Rationale: The new description better represents the refined focus of this already established class.
- b. Impact on other units: This class is an integral component of the graduate programs in ESL education in the TPTE department. It is also a required class for TN licensure in ESL. It does not conflict with any other classes on campus.
- c. Financial impact: There is no financial impact associated with the revision of the description of this class. Existing faculty in the program area/department teach this class.

**Deferred to November 2006
Should be presented as a drop/add, with syllabus provided.**

(932) Special Education

Add course

410 Early Childhood Special Education Foundations (3) Introduction to the field of early childhood special education including the nature of disabling conditions; theoretical perspectives in the field; legislation; policies and procedures used in the field.

Formerly: Course is offered at the Undergraduate level with a Prereq: Admission to Teacher Education Program.

- a. Rationale: This is a required course for the early childhood special education masters program and for the early childhood special education endorsement. Since most of the students who add-on the endorsement are graduate students, it is appropriate that this course be offered for both undergraduate and graduate credit.
- b. Impact on other units: There is no anticipated conflict with other courses.
- c. Financial Impact: No financial impact is anticipated. Current professorial and clinical faculty will be responsible for course delivery.

Approved
Effective Fall 2006

Nutrition

ADD

630 Obesity Epidemiology (3) (Same as Exercise Science 630)

- a. Rationale: Cross listed; primary department is Exercise, Sport and Leisure Studies
- b. Impact on other units: None
- c. Financial impact: None

Approved
Effective Fall 2006

DROP

520 Nutritional Ecology (2)

542 Advanced Experimental Nutrition (2)

603 Advanced Experimental Nutrition (2)

- a. Rationale: No longer taught.
- b. Impact on other units: None
- c. Financial impact: None

Approved
Effective Fall 2006

REVISE

On page 146 of the 2005-2006 Graduate Catalog, revise first paragraph of the Admission section for the MS-MPS program to read as follows:

Applicants for the MS-MPH program must make separate application to, and be competitively and independently accepted by, the Department of Nutrition for the MS, the Public Health Program for the MPH, and the Public Health Academic Program committee.

- a. Rationale: Clarification
- b. Impact on other units: None
- c. Financial impact: None

Approved – Pending Verification of Highlighted Area Above.
Effective Fall 2006

On page 146 of the 2005-2006 Graduate Catalog, under Requirements revise first paragraph, second and third sentence for better clarification between the Nutrition Science and the Public Health Program:

All candidates for the dual degree must successfully complete Health and Society (Public Health 555), two credits of Seminar in Public Health (1 credit each--Public Health 509 and Nutrition 509), and a minimum of 60 credits.

And:

The Department of Nutrition will award a maximum of nine hours of credit toward the MS for successful completion of approved graduate level courses offered by the Public Health Program.

- a. Rationale: Clarification
- b. Course format and location: None
- c. Impact on other units: None
- d. Financial impact: None

Approved
Effective Fall 2006

On Page 147-- (under Doctor of Philosophy Human Ecology Major/Requirements) revise statement to read as follows:

Students without college teaching experience are required to take the fall semester teaching seminar for GTAs.

- a. Rationale: Clarification; reflects current practice.
- b. Course format and location: None
- c. Impact on other units: None
- d. Financial impact: None

Approved
Effective Fall 2006

REVISE MASTER OF SCIENCE NUTRITION MAJOR THESIS OPTION

On page 146 of the 2005-2006 Graduate Catalog, revise the thesis option to read as follows:

Nutrition 511, 512, 540, 541 and 3 hours of graduate level statistics are required of nutrition science students

- a. Rationale: Clarification
- b. Impact on other units: None
- c. Financial impact: None

Approved
Effective Fall 2006

REVISE MASTER OF SCIENCE NUTRITION MAJOR NON-THESIS OPTION

On page 146 of the 2005-2006 Graduate Catalog to read as follows:

Nutrition 511, 512, 540, 541, 2 hours from 542, 544 and 3 hours of graduate level statistics are required of nutrition science students.

- a. Rationale: Clarification
- b. Impact on other units: None
- c. Financial impact: None

Approved
Effective Fall 2006

EDUCATIONAL PSYCHOLOGY & COUNSELING DEPARTMENT

Educational Psychology

REVISE TITLE & DESCRIPTION

530 Methods of Action Research (3) Models of action research and applications in professional practice.

Formerly: Methods of Collaborative Inquiry (3) Philosophical and theoretical frameworks for designing and conducting collaborative inquiry projects. Practice in conducting research.

- a. Rationale: Revised title more closely related to actual course content and focus.
- b. Impact on other units: Revision will not alter the content or the relationship to other courses.
- c. Financial impact: There is no financial impact.

Approved
Effective Fall 2006

Higher Education Administration

APPROVAL OF NON-STANDARD FORMAT COURSE

615 Research Design (3)

514 Leadership Themes in Literature (3)

Projected Dates for Session

Five Saturdays 8:00 a.m. – 4:00 p.m. in the fall term 2005 and five Saturdays 8:00 a.m. – 4:00 p.m. in spring term 2006

- a. Rationale: The original proposal for the revised Ph. D. concentration in Higher Education Administration indicated that the first year of the Ph. D. program would feature a “Humanities and Research Seminar.” This proposal was approved by College and Graduate curriculum committees and is carried in the current 2005-2006 Graduate Catalog.

The content of this “Humanities and Research Seminar” is composed of two regular courses (HEA 615 – Research Design and HEA 514 Leadership Themes in Literature) offered over the entire academic year (fall 2005 and spring 2006) and taught in an all-day, Saturday format. On those Saturdays, one course is taught in the mornings and one in the afternoon. The advantage of this format is that there is considerable reading in both courses, and the format allows extended time for reading, reflection, and writing assignments. See the syllabus for each course for reading and writing assignments. A second advantage is that the two courses are team taught. While Dr. Bogue takes primary instructional leadership on HEA 514 and Dr. Mertz primary instructional leadership on HEA 615, both professors participate in discussion and in working with students on written assignments and seminar presentation assignments. Contact time and course expectations are the same as if the courses were taught in conventional, one-term formats. The seminar is taught on campus.

The mechanics of the seminar are that the Research Design Course (HEA 615) is placed on student schedules for fall 2005 and the Leadership Themes in Humanities (HEA 514) is placed on student schedules for spring 2006. This allows simplicity in transcript records and in the assignment of faculty course load. While the two courses are team taught, Dr. Mertz draws teaching load credit for HEA 615 in the fall 2005, and Dr. Bogue draws teaching load credit for HEA 514 in the spring 2006.

On grades and evaluation, students will receive an “Incomplete” for HEA 615 in fall 2005, and students will receive grades in both courses at the conclusion of the spring 2006 term when all requirements for both courses have been met.

- b. Impact on other units: There is no impact.
- c. Financial impact: There is no impact

Approved

INSTRUCTIONAL TECHNOLOGY, HEALTH, AND EDUCATIONAL STUDIES DEPARTMENT

Cultural Studies

Revise Cross-listing

CS 512 History of Women's Education (3) Historical study of the institutions and philosophies of education that have shaped the education of girls and women in the United States. (Same as Women's Studies 512) Primary academic discipline is Cultural Studies in Education. Formerly: No Cross-listing.

CS 548 Transforming Critical Thinking: Constructive Thinking & Educational Implication (3) Critique and transformation of critical thinking to more holistic, relational, and aesthetic model of multicultural and gender-sensitive constructive thinking, confronting power and addressing educational implications. (Same as Women's Studies 548.) Primary academic discipline is Cultural Studies in Education. Formerly: No cross-listing.

CS 609 Feminist Theories and Education (3) Theoretical research currently presented by feminist scholars questioning traditional (male) theories; application of these feminist theories to current feminist work in education. (Same as Women's Studies 609.) Formerly: No cross-listing.

- a. Rationale: Cross-listing with Women's Studies allows students the chance to take these courses from all over the campus and have the "count" towards a cognate, or specialization in Women's Studies.
- b. Relationship to other programs: In cooperation with Women's Studies
- c. Financial Impact: Non. Cross-listing allows us to increase the possible courses students interested in Women's Studies can take without adding to any faculty workload.

*Approved
Effective Fall 2006*

Revise Title, Description & Prereq/Coreq

CS 592 Social Justice and Education (3) Social justice issues: education practices. Social justice, moral commitments to others in educational settings, and equal opportunity to acquire social goods and benefits.

Formerly: CS 592 Justice, Schools, and Sports (3) Social justice issues: education and sport practices. Social justice, moral commitments to others in educational and sport settings, and equal opportunity to acquire social goods and benefits: Prereq: Admission to doctoral program with concentration in cultural studies in education.

- a. Rationale: Motivated by a need to make the course more directly focused on educational issues. We are proposing that the original prereq of admission to doctoral program with concentration in cultural studies in education be dropped so that students beyond our own program can take the course.
- b. Relationship to other courses/depts.: None
- c. Financial Impact: None. Proposal reflects department and college changes made when we reorganized in 2003. And the course will continue to be taught by existing faculty as part of their regular load.

*Approved
Effective Fall 2006*

Public Health

Add

PH 522 Public health Leadership (3) Principles and practices of leadership within public health and community settings. Leadership and the core public health functions of assessment, policy development and assurance. Enhancing communication, decision making, team building and conflict resolution skills. Leadership for planning process and organizational change. Review of case studies and skill building exercise.

- a. Rationale: Converts and online course taught on a special topics basis to one identified more specifically in the Graduate Catalog. The course content is required to meet certificate requirements for students enrolled through the Tennessee Public Health Workforce Development Consortium. The course is responsive to addressing workforce challenges presented by the high percentage of health department employees in leadership positions in Tennessee nearing retirement. During Spring 2005, the course received approval (under special topics identification) as a TN-Online course, effective Fall 2005. It will be continued using electronically mediated methods to allow working students to participate without travel and with minimal disruption of their work routine.
- b. Relationship: This course was developed specifically to educate Tennessee Department of health employees in critical areas of public health. The Tennessee public health Workforce Development consortium is a collaboration of the Tennessee Department of Health, East Tennessee State University, and The University of Tennessee (including the Health Science Center). No other on-campus program will be involved with the course.
- c. Financial Impact: Funding is provided through a contract awarded by the TN Department of health, providing for course conversion, tuition and textbook coverage for health department employees, and a graduate assistant based on the Knoxville campus.

Approved
Effective Fall 2006

EXERCISE, SPORT, & LEISURE STUDIES

Exercise Science

Revise Description

ES 480 Physiology of Exercise (3) Lecture and laboratory class dealing with functions of the body in muscular work. Topics include physiological aspects of fatigue, training, and adaptation to environment. 2 lectures and 1 lab. Prereq: Biochemistry and Cellular and Molecular Biology 230 or 440. (Same as Biochemistry and Cellular and Molecular Biology 480.)

Formerly: Functions of the body in muscular work: physiological aspects of fatigue, training and adaptation to environment. Prereq: Biochemistry and Cellular and Molecular Biology 230 or 440. (Same as Biochemistry and Cellular and Molecular Biology 480.)

- a. Rationale: Correct the course description to read the same as the Undergraduate Catalog.
- b. Impact: None

Approved
Effective Fall 2006

Drop

ES 625 Mortality and Survival (3)

- a. Rationale: Previously taught by professor no longer with the university.

ES 581 Biomechanics Instrumentation (1)

- a. Rationale: Will be replaced by a new course (ES 633).

*Approved
Effective Fall 2006*

Add

ES 633 Methods and Instrumentation in Biomechanics (3)

*Deferred to November 2005
If course replaces 581, why 600 level?*

ES 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. Prereq: Graduate level statistics course or consent of instructor. (Same as Nutrition 630).

- a. Rationale: Obesity research is prevalent across several departments throughout the UTK campus. This course will allow graduate students across the campus to gain a foundation on the etiology, epidemiology-related research methodologies, and prevention of obesity. While a 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/programs: This 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 the class as an elective. The course is not intended to replace basic epidemiology methods classes taught in other departments or programs areas.
- c. Format: Traditional classroom lecture
- d. Financial Impact: Class will be team taught as part of the normal teaching load of the instructors. No financial impact is anticipated.

*Approved
Effective Fall 2006*

Recreation & Leisure Studies

Revise Title

RLS 450 Special Topics in Recreation & Leisure Studies

Formerly: Special Topics in Leisure Education

- a. "Leisure Education" is generally associated with the discipline of therapeutic recreation. The course title infers that the course is exclusively for students involved in the therapeutic recreation segment of the major. The intent is to include all students within the major (commercial recreation and recreation administration).
- b. Financial Impact: None

*Approved
Effective Fall 2006*

Revise Title and Description

RLS 430 Organization and Administration of Leisure Services (3) Principles of administration applied to provision of leisure services offered by public, private, non-profit and/or commercial enterprises. Organizational structures, human resource management, diversity, evaluation, legal authority, introduction to budgeting and fiscal procedures, professional responsibility and career management Prereq: 310 or consent of instructor.

- a. Rationale: "Studies" was inserted into the title errantly. The correct term is "Services" changes in course description are necessary to reflect changes in course content.
- b. Financial Impact: None

Approved
Effective Fall 2006

Sport Management

Add

Sport Management 560 Sport Governance (3) Principles of organizational governance theories as applied to sport organizations. Review of history, mission, and structure, administrative and legislative processes of amateur and professional governing bodies in sport.

- a. Rationale: The information presented in this course is required to satisfy Sport Management accreditation guidelines at the graduate level. The knowledge is essential for students who intend to pursue careers in Sport management. The content is currently being covered in a "special topics" course. We are now requesting a permanent number for one course within the Sport Management curriculum.
- b. Format: Standard classroom setting.
- c. Financial Impact: Currently taught by faculty member and will continue to be taught as part of load. No additional finances are necessary.

Approved
Effective Fall 2006

Add Minor

On page 138 of the 2005-2006 Graduate Catalog, add a minor in Exercise Physiology as follows:

Exercise Physiology Minor

The graduate minor consists of ES 533, ES 567, ES 601, and one other ES 500-level or above three credit hour course.

- a. Rationale: We have received several requests for the minor in the last two years. This formalizes what has been done on an informal basis and will make program planning easier for graduate students in other programs.
- b. Impact on Other Units: This minor developed in part due to the desire and interests of Nutrition graduate students. Graduate students would have to have support from their advisor/major professor to pursue this minor. It should not negatively impact other units.
- c. Financial impact: None. Courses are all currently offered.

Approved
Effective Fall 2006

No further items. Meeting adjourned.