

# **CEHHS Graduate Curricular Review Committee (CRC) MINUTES (Pending Approval)**

March 8, 2017  
2:30 pm  
Claxton 412

## **Attending:**

Voting Members: Hilary Fouts (CFS); Pamela Angelle (ELPS); Jeff Cochran (EPC); Leslee Fisher (KRSS); Katie Kavanagh (NUTR); Kathy Brown (PUBH); Sejin Ha (RHTM); JoAnn Cady (Chair; TPTE); Jeffrey Fairbrother (Ex Officio), Norma Mertz (ELPS), Mary Lynne Derrington (ELPS), Merilee McCurdy (EPC)

## **Meeting Agenda**

- I. Welcome, call to order (JoAnn Cady, Chair)
  - a. JoAnn Cady (Chair) called the meeting to order at 2:30 p.m. in Claxton 412.
- II. Approval of Minutes (JoAnn Cady)
  - a. November 9, 2016
    - i. Approved
- III. Announcements
  - a. None
- IV. Selection of Chairperson for 2017-2018
  - a. Committee nominated JoAnn Cady to serve as the 2017-2018 Chairperson
    - i. Approved
- V. Committee Representation: Three departments are up for rotation. Representatives will serve a 3-year term (Fall 2017 – Spring 2020)
  - a. Katie Kavanagh (NUTR)
  - b. Pamela Angelle (ELPS)
  - c. Sejin Ha (RHTM)
  - d. Hilary Fouts (CFS) – committee approved to move CFS to the Fall 2017 – Spring 2020 term rotation. The CFS Director of Graduate Studies typically serves as the Graduate CRC representative for CFS. The change was made so both 3-year terms expire at the same time.
  - e. Kayla Whitt will compile an excel spreadsheet to see how the term rotations will overlap with this new change:

Current Term Rotation		Proposed Term Rotation	
ELPS	2017	ELPS	2017
NUTR	2017	NUTR	2017
RHTM	2017	RHTM	2017
CFS	2018	CFS	2017
TPTE	2018	TPTE	2018
EPC	2019	EPC	2019
KRSS	2019	KRSS	2019
PUBH	2019	PUBH	2019

\*Note: Since Katie typically stays on CRC, the committee might want to consider changing NUTR to the 2018 rotation.

- VI. Curricular Agenda
  - a. Educational Leadership and Policy Studies (ELPS) – Pamela Angelle
  - b. Educational Psychology & Counseling (EPC) – Jeff Cochran
- VII. New Business
  - a. New Curricular Process (Dr. Fairbrother)
    - i. Changes:
      - 1. Align the CRC calendar with the catalog year approval process
      - 2. College will remove the “Dean’s Office Review” deadlines
      - 3. College support will be focused on clearer submission guidelines and early training for departments
      - 4. College can no longer support high-volume support during short fall submission/consideration window
        - a. The goal is to help departments begin preparations in the spring and provide support early in the process
      - 5. CRCs will be urged to adopt an approach that involves approving, tabling, or returning proposals to departments. All substantive revisions should be routed through the submission support structure provided by the associate dean’s office.
        - a. Strong proposals would be approved
        - b. If agenda is too long, some proposals will be tabled and CRC can call additional meetings as needed (at discretion of CRC chairs)
        - c. Incomplete or unacceptable proposals should be returned to departments for revision and resubmitted for next agenda as long as they resubmit by the deadline provided
          - i. A proposal that is returned during the final fall meeting will moved to the next catalog cycle
- VIII. Meeting adjourned at 4:06 p.m.

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES  
All Changes Effective Fall 2018**

**SACS Learner Outcomes**

Students will be able to:

1. Apply research to practice in addressing problems in educational leadership. (assessed in case studies and papers in research design course)
2. Apply professional values and ethics when making decisions in educational leadership practice. (paper presentation in ethics course)
3. Evaluate/assess effectiveness of current educational policy. (analysis-based on paper and oral presentation in policy course)

**II. Program Changes**

**ITEM 1: ADD MAJOR AND DEGREE  
Educational Leadership, EdD (PENDING THEC APPROVAL)**

In the 2018-2019 Graduate Catalog, insert text and requirements for the Educational Doctorate in Educational Leadership degree.

Educational Leadership Major – Doctorate in Educational Leadership\*

*\*This program is pending approval from the Tennessee Higher Education Commission. Students will be admitted to the major and degree only after THEC approves the program.*

EdD in Educational Leadership

The Department of Educational Leadership and Policy Studies offers an educational doctorate (EdD degree) in Educational Leadership. The four-year, 60 credit hour scholar-practitioner degree focuses on advanced district level knowledge and leadership skills and prepares individuals for the growing variety of school and school district leadership positions including the superintendency. The program uses a combination of delivery systems to accommodate working professionals including regular face to face weekend meetings one time a month, occasional face to face courses, and online and hybrid courses.

EdD in Educational Leadership Requirements

Educational Leadership Core (9 hours)

EDAM 610 Advanced Seminar in Administrative Theory  
EDAM 670 Values and Ethics in Educational Leadership  
EDAM 680 Administration of Complex Organization

Educational Leadership Foundations (9 hours)

ELPS 695 History and Philosophy of Education  
ELPS 695 Comparative Studies in Global Leadership  
EDAM 629 Seminar in Policy Issues in Education

Research Foundation (9 hours)

ELPS 615 Research Design  
EDPY 577 Statistics in Applied Fields  
ELPS 695 Qualitative Research Design and Methods

Specialization (21 hours)

EDAM 629 Policy Analysis  
EDAM 630 Politics of Education  
EDAM 631 Educational Change Management  
EDAM 632 School District Leadership  
EDAM 646 Personnel Administration  
EDAM 650 Legal Issues in Education  
Elective

Doctoral Thesis (12 hours)

Total Hours: 60

**SUPPORTING INFORMATION**

Rationale: Across the state and nation, there has been a call for the advanced preparation of leaders armed with the knowledge and skills beyond that provided in initial leader preparation programs; leaders able to transform schools and school districts (Bass & Avolio, 1994; Carengie Foundation, 2012; DeMatthews & Mawhinney, 2014; DuFour & Marzano, 2011; Hanny, Jaafar & Earl, 2013). In awareness of the growing need for advanced preparation of school practitioners, The Department of Educational Leadership and Policy Studies has developed a doctoral program in Educational Leadership culminating in an EdD\*. The program is designed to provide advanced study in district leadership, a unique focus among doctoral programs, and a pathway for individuals to advance into school district leadership positions, including the superintendency, while also becoming practitioner-scholars.

The PhD in Education, with a concentration in Educational Leadership was established in 1950, and has been successfully offered at UTK for the past sixty-six years. Throughout its tenure it has served to prepare aspiring new professors and policy scholars in educational leadership who sought to teach and conduct research at the university level and serve in policy-focused organizations. While the program continues to serve that function, the need for practitioner-scholars has increased.

The Department of Educational Leadership and Policy Studies is being asked by practitioners in the field to offer advanced preparation as rigorous as is its PhD program, but tailored to advanced practice. However, since we did not have such a program at the doctoral level, we have had to turn away eager applicants, including many of whom graduated from our widely recognized principal preparation programs at the MS and EdS levels.

In June 2016, the department commissioned Kronley & Associates to conduct a needs assessment to determine if the requests it was getting for a practitioner doctoral program were consistent with an evidence-based demand sufficient to warrant the creation of an EdD at the University of Tennessee, Knoxville. The findings of this study supported the creation of such a program. Kronley & Associates concluded "the proposed EdD will help address significant educator needs in Tennessee", and went on to identify "a distinct and robust market" [of prospective students] who put high value on the proposed EdD from UTK and are interested in pursuing it. Further, the needs assessment affirmed that the proposed EdD was "tightly aligned with the University of Tennessee Knoxville's mission and furthers (its)...recently adopted strategic plan, *Vol Vision 2020*"; was "based on what are regarded as best practices that have been embraced and promoted by experts from across the United States"; had "an identifiable and vigorous market for the program, which will attract motivated and qualified students who recognize its value and distinguish it from similarly named programs at other institutions"; "will easily meet its recruitment goals"; would add "significant value to UTK's teaching and public service efforts in ways that positively impact continuing community needs"; and last but not least, would be cost-effective and "self-sustaining, with potential to grow."

*\*This program is pending approval from the Tennessee Higher Education Commission. Students will be admitted to the degree only after the University and THEC approve the program. Attached are the following supporting documents: the THEC Letter of Intent, THEC proposal submission, approval email from Katie High, and the ELPS Faculty CVs.*

Impact on other units and/or courses: The new program will have little to no impact on other units or courses. It will not conflict with any other program offered at the University. Further, it will not change or alter any courses required by other programs, nor are any of the courses prerequisites for other courses or cross listed with the courses in any other programs or units. The courses to be included in the program already exist and been approved by the University.

Financial impact: The proposed program is highly cost effective. No new resources, including faculty, are required to deliver the program; and the courses in the program are already approved and "on the books". Similarly, no new facilities are needed. Existing facilities (offices, classrooms, and seminar rooms) are sufficient to accommodate the program, and the university already provides the tools to enhance online and hybrid course delivery, which will be incorporated into the new EdD program.

Support from Assessment Activities: A couple of years ago, the department conducted an informal survey of students in the Leadership Academy, one of our principal preparation programs about whether they thought we should offer an advanced practitioner doctoral degree program. The following year we sent out a survey to principals in East Tennessee and to teachers who had participated in our online principal preparation program to ask them about their interest in a practitioner doctoral program. As there seemed to be interest in having such a program, we thought it prudent to commission a more formal, external needs assessment. As discussed in the Rationale, the department commissioned Kronley & Associates, a firm that had been widely used by other universities, including the University of Chattanooga, to assess the need for the program.

**Approved**

## **ITEM 2: REVISE COLLEGE STUDENT PERSONNEL MAJOR, MS ADMISSION REQUIREMENTS**

In the 2018-2019 Graduate Catalog Revise the Admission Application Date for the College Student Personnel Master's Program.

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=21&poid=8938&returnto=2517](http://catalog.utk.edu/preview_program.php?catoid=21&poid=8938&returnto=2517)

### **FROM:**

An online admission application must also be submitted to the Office of Graduate Admissions. It is recommended that all materials be submitted by February 15.

### **TO:**

An online admission application must also be submitted to the Office of Graduate Admissions. All materials must be submitted by December 1.

**SUPPORTING INFORMATION**

Rationale: The admission deadline was changed to be more consistent with peer/aspirational programs. It also provides additional time for the admission committee to review applications and to allow admitted students time to purchase tickets for Interview Weekend (typically mid-February).

Impact on other units: None

Financial impact: None

Support from Assessment Activities: Review of aspirational and peer programs application deadlines.

***Approved***

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES  
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING  
All Changes Effective Fall 2018**

**SACS Learner Outcomes**

(RHCO) Rehabilitation Counseling

Learning objectives for the Counseling MS programs:

1. Students will demonstrate skills for individual counseling
2. Students will demonstrate skills for group counseling
3. Students will demonstrate an understanding of a theoretical orientation

Student Learning Objectives for the Rehabilitation Counseling Deafness Rehabilitation Certificate:

1. Students will demonstrate fluency in American Sign Language (ASL).
2. Students will demonstrate knowledge of deaf culture and the deaf community.
3. Students will demonstrate knowledge of community resources and services available for persons who are deaf or hard of hearing in diagnosing hearing loss, accommodating functional limitations, and obtaining and maintaining employment.
4. Student will demonstrate knowledge of adequate communication/counseling techniques with individuals who are deaf or hard of hearing.
5. Student will demonstrate knowledge of current issues concerning the deaf community, including special populations within the deaf community.

**II. PROGRAM CHANGES**

**ITEM 3: DROP CONCENTRATION:  
COUNSELING MAJOR, MS – REHABILITATION COUNSELING CONCENTRATION**

In the 2018-2019 Graduate Catalog, **drop concentration and** remove the following Counseling Major, (MS) Rehabilitation Counseling concentration description text:

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=21&poid=8948](http://catalog.utk.edu/preview_program.php?catoid=21&poid=8948)

Rehabilitation Counseling concentration – Counseling Major, MS

The purpose of the rehabilitation counseling concentration is to ensure that skilled personnel are available to serve the rehabilitation needs of individuals with disabilities assisted through vocational rehabilitation (VR), supported employment, and independent living programs.

The University of Tennessee, Knoxville, graduate concentration in rehabilitation counseling is designed to prepare students for professional careers as clinicians in the field of rehabilitation counseling. The rehabilitation counseling concentration is service-oriented and includes practica and internship experiences. The program is fully accredited by the Council on Rehabilitation Education, Inc. (CORE).

Students may complete the 48 credit hour program in four academic semesters (two fall terms, one spring term, and one summer term). Students may be admitted to the program either full- or part-time. Full-time students admitted to the program follow a sequence of courses that facilitates degree completion in 16 months. The first (fall) and third (summer) semesters are didactic in nature, but the second semester adds an experiential component under RHCO 547. The final (second fall) semester is experiential, with students working full-time to fulfill the 600-hour requirement of RHCO 549. The internship is considered the culminating experience to the program and students must complete internship in the final term of study prior to graduation.

Upon completion of the 48 credit hour program students are eligible to participate in the Certified Rehabilitation Counselor (CRC) examination, administered by the Commission on Rehabilitation Counselor Certification (CRCC). Upon successful completion of this examination students earn the credential of Certified Rehabilitation Counselor (CRC). Students are also required to demonstrate satisfactory performance through written comprehensive examination as a requirement for graduation.

**Requirements**

Rehabilitation Counseling concentration is a 48 credit hour program of study. The following course sequence is recommended. All courses are three credit hours, except where indicated.

**Fall 1**

- COUN 551
- RHCO 530, RHCO 538, RHCO 543, RHCO 545

**Spring 1**

- RHCO 532, COUN 554, RHCO 547
- RHCO 537 OR COUN 525

**Summer 1**

- COUN 552 or EDDE 509
- RHCO 533, RHCO 541

- EDPY 682, EDPY 550 or other research foundation course selected in consultation with advisor (3 credit hours)

Fall 2

- RHCO 549 (6 credit hours)

Students in the 48 credit hour concentration are required to demonstrate satisfactory performance in a written comprehensive examination as a requirement for graduation. Contact Dr. S. Wayne Mulkey for details (865) 974-5304 or by e-mail at [smulkey@utk.edu](mailto:smulkey@utk.edu).

Most rehabilitation counseling courses are offered only one semester per year. Students admitted to the program must communicate with an advisor each semester to plan their studies.

#### Distance Education

The rehabilitation counseling concentration offers instruction in the 48 credit hour track through distance delivery. Students interested in pursuing this option should contact the program coordinator (see below).

Students without employment experience in vocational rehabilitation or closely related fields must pursue the degree through the traditional residential program, described above, and must have permission of the rehabilitation counseling faculty to participate in courses delivered through distance education.

The course of study for the distance education rehabilitation counseling master's degree is described below:

Fall 1

- COUN 551; RHCO 530

Spring 1

- RHCO 537 or COUN 525; RHCO 532

Summer 1

- COUN 554; RHCO 533; RHCO 545; EDPY 682 or EDPY 550 (or equivalent)

Fall 2

- RHCO 538; RHCO 543

Spring 2

- RHCO 544; RHCO 545; RHCO 549 (3 credit hours)

Summer 2

- COUN 552; RHCO 541, RHCO 549 (3 credit hours)

Students are admitted to the distance education program in cohorts in even years, and each cohort must contain at least nine students. Students are required to come to campus for one week in the first summer of the program for individual and group counseling skills training (COUN 554; RHCO 545). Practicum and internship supervision will require mailing of audio or videotapes of counseling sessions to the university faculty practicum or internship supervisor. Contact Dr. S. Wayne Mulkey for details (865) 974-5304 or by email at [smulkey@utk.edu](mailto:smulkey@utk.edu).

#### **SUPPORTING INFORMATION**

Rationale: The Rehabilitation Counseling concentration of Counseling Major, (MS) cannot be supported and will no longer be offered.

Impact on other programs: none.

Financial impact: none, the concentration has already been closed.

Learning Outcomes Supported: None

Support from Assessment Activities: Faculty recommendation from EPC, and EPC & CEHHS administrative review determined that the concentration is not viable, with decisions informed by recent negative review by the accreditation body of the concentration – the Council on Rehabilitation Education.

***Approved with noted revision***

#### **ITEM 4: REMOVE LANGUAGE OF THE REHABILITATION COUNSELING CONCENTRATION ACCREDITATION FROM THE CEHHS CATALOG DESCRIPTION**

In the 2018-2019 Graduate Catalog, remove the Rehabilitation Counseling Accreditation language from the CEHHS catalog description text as follows:

URL: <http://catalog.utk.edu/content.php?catoid=21&navoid=2517>

**FROM:**

## Accreditation

The Teacher Education Program at the University of Tennessee is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers the initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The College of Education, Health, and Human Sciences has accredited academic programs in - Counselor Education, Clinical Mental Health Counseling and School Counseling by the Council for Accreditation of Counseling and Related Educational Programs; Education of the Deaf and Hard of Hearing by the Council on Education of the Deaf; **Rehabilitation Counseling by the Council on Rehabilitation Education**; School Psychology by the American Psychological Association and the National Association of School Psychologists; Public Health by the Council on Education for Public Health; Dietetics by the Accreditation Council for Education in Nutrition and Dietetics (ACEND); Therapeutic Recreation by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) for the National Recreation and Park Association.

**TO:**

## Accreditation

The Teacher Education Program at the University of Tennessee is accredited by the National Council for Accreditation of Teacher Education (NCATE), [www.ncate.org](http://www.ncate.org). This accreditation covers the initial teacher preparation programs and advanced educator preparation programs. However, the accreditation does not include individual education courses that the institution offers to P-12 educators for professional development, relicensure, or other purposes.

The College of Education, Health, and Human Sciences has accredited academic programs in - Counselor Education, Clinical Mental Health Counseling and School Counseling by the Council for Accreditation of Counseling and Related Educational Programs; Education of the Deaf and Hard of Hearing by the Council on Education of the Deaf; School Psychology by the American Psychological Association and the National Association of School Psychologists; Public Health by the Council on Education for Public Health; Dietetics by the Accreditation Council for Education in Nutrition and Dietetics (ACEND); Therapeutic Recreation by the Council on Accreditation of Parks, Recreation, Tourism and Related Professions (COAPRT) for the National Recreation and Park Association.

**SUPPORTING INFORMATION**

Rationale: The Rehabilitation Counseling concentration of the Counseling Major (MS) is being closed.

Impact on other programs: none.

Financial impact: none, the concentration has already been closed.

Learning Outcomes Supported: None

Support from Assessment Activities: The Rehabilitation Counseling concentration is being closed and thus the language in the graduate catalog referring to the concentration must be removed

*Approved with noted revision*

**ITEM 5: REMOVE THE REHABILITATION COUNSELING CONCENTRATION INFORMATION FROM EPC CATALOG DESCRIPTION HEADING**

In the 2018-2019 Graduate Catalog, remove the Rehabilitation Counseling concentration text from the EPC catalog description text as follows:

URL: [http://catalog.utk.edu/preview\\_entity.php?catoid=21&ent\\_oid=2210](http://catalog.utk.edu/preview_entity.php?catoid=21&ent_oid=2210)

**FROM:**

MAJORS	DEGREES
Counseling	MS
Clinical mental health counseling concentration	
<b>Rehabilitation counseling concentration</b>	
School counseling concentration	
Counselor Education	PhD
Education	MS
Cultural studies of educational foundations concentration	
Instructional technology concentration	
Education	PhD
Learning environments and educational studies concentration	
Educational Psychology	MS



Adult education concentration	
Applied educational psychology concentration	
Educational Psychology and Research	PhD
Adult learning concentration	
Evaluation, statistics and measurement concentration	
School Psychology	PhD
Graduate Certificate Programs	
Cultural studies in education	
Deafness rehabilitation	
Evaluation, statistics and measurement	
Grief, loss, and trauma	
Online teaching and learning	
Qualitative research methods in education	

The majors offered by the Department of Educational Psychology and Counseling prepare graduates to work in schools, higher education, mental health agencies, and business and industry. The seven degree areas include three Master of Science degrees with a major in Counseling, Education, or Educational Psychology; and four doctoral majors: Counselor Education, Education, Educational Psychology and Research, and School Psychology. All master's degree majors have concentrations and one doctoral major has two concentrations. Graduate certificates are also available.

All degree programs in the department that can be accredited are accredited: two doctoral majors operate under the supervision of national accrediting agencies. Counselor Education is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP), and the School Psychology Ph.D. program is accredited/approved by American Psychological Association (APA), the National Association of School Psychologists (NASP), and the National Council for Accreditation of Teacher Education (NCATE). Two master's concentrations, Clinical Mental Health Counseling and School Counseling, are also accredited by CACREP. The master's concentration in Rehabilitation Counseling is accredited by the Council on Rehabilitation Education, Inc. (CORE).

#### TO:

MAJORS	DEGREES
Counseling	MS
Clinical mental health counseling concentration	
School counseling concentration	
Counselor Education	PhD
Education	MS
Cultural studies of educational foundations concentration	
Instructional technology concentration	
Education	PhD
Learning environments and educational studies concentration	
Educational Psychology	MS
Adult education concentration	
Applied educational psychology concentration	
Educational Psychology and Research	PhD
Adult learning concentration	
Evaluation, statistics and measurement concentration	
School Psychology	PhD
Graduate Certificate Programs	
Cultural studies in education	
Deafness rehabilitation	
Evaluation, statistics and measurement	
Grief, loss, and trauma	
Online teaching and learning	
Qualitative research methods in education	

The majors offered by the Department of Educational Psychology and Counseling prepare graduates to work in schools, higher education, mental health agencies, and business and industry. The seven degree areas include three Master of Science degrees with a major in Counseling, Education, or Educational Psychology; and four doctoral majors: Counselor Education, Education, Educational Psychology and Research, and School Psychology. All master's degree majors have concentrations and one doctoral major has two concentrations. Graduate certificates are also available.

All degree programs in the department that can be accredited are accredited: two doctoral majors operate under the supervision of national accrediting agencies. Counselor Education is accredited by the Council for Accreditation of Counseling and Related

Educational Programs (CACREP), and the School Psychology Ph.D. program is accredited/approved by American Psychological Association (APA), the National Association of School Psychologists (NASP), and the National Council for Accreditation of Teacher Education (NCATE). Two master's concentrations, Clinical Mental Health Counseling and School Counseling, are also accredited by CACREP.

**SUPPORTING INFORMATION**

Rationale: The Rehabilitation Counseling concentration of the Counseling Major (MS) is being closed.

Impact on other programs: none.

Financial impact: none, the concentration has already been closed.

Learning Outcomes Supported: None

Support from Assessment Activities: The Rehabilitation Counseling concentration is being closed and thus the language in the graduate catalog referring to the concentration must be removed

***Approved with noted revision***