

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

November 9, 2016		November 16, 2016
2:30 pm		8:00 am
Claxton 412		Claxton 340

**The committee was unable to review all of the curricular agenda at the November 9, 2016 meeting. As a result, a special meeting was held on November 16, 2016 to complete the curricular review.*

Attending:

Voting Members: Julia Jaekel (CFS – Proxy for Hilary Fouts); Pamela Angelle (ELPS); Jeff Cochran (EPC); Leslee Fisher (KRSS); Katie Kavanagh (NUTR); Kathy Brown (PUBH); Jeremy Whaley (RHTM – Proxy for Sejin Ha on November 9); JoAnn Cady (Chair; TPTE); Patrick Biddix (ELPS – Proxy for Pamela Angelle on November 16)

Guests:

Jeffrey Fairbrother (Ex Officio), Sherry Bell (TPTE), Kayla Whitt

Meeting Agenda

- I. JoAnn Cady called the November 9, 2016 meeting to order at 2:30pm in C 412, welcoming members and guests. JoAnn Cady called the November 16, 2016 meeting to order at 8:05am in C 340, welcoming members and guests.
- II. Approval of Minutes (JoAnn Cady)
 - a. September 14, 2016
 - i. Approved on 11/9/16 (motioned by Leslee, seconded by Pam)
- III. Curricular Agenda
 - a. Educational Leadership and Policy Studies (ELPS) – Pamela Angelle
 - b. Retail, Hospitality, and Tourism Management (RHTM) – Jeremy Whaley
 - c. Educational Psychology & Counseling (EPC) – Jeff Cochran
 - d. Theory and Practice in Teacher Education (TPTE) – JoAnn Cady
 - e. Kinesiology, Recreation, and Sport Studies (KRSS) – Leslee Fisher
 - f. Public Health (PUBH) – Kathy Brown
 - g. Child and Family Studies (CFS) – Julia Jaekel
- IV. The committee ran out of time while reviewing the curricular agenda at the November 9, 2016 meeting. A special meeting was scheduled on November 16, 2016 at 8:00am to continue discussion and vote to approve the following tabled items:
 - a. KRSS (Items 4, 6, 8, 10, 11)
 - b. CFS
 - c. PUBH
- V. New Business
- VI. The November 9, 2016 meeting was adjourned at 5:10pm. The November 16, 2016 meeting was adjourned at 9:22am.

Notes in the curricular agenda minutes reflect the actions of the committee during the meeting. As a result, additional changes may have been necessary. Please see the Graduate Council minutes for January 2017. All supporting documentation requested in the minutes has been received and is on file in the Dean's Office.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

(EDAM) EDUCATIONAL ADMINISTRATION

1. As student matriculates through program, student will design and present original research at national and/or regional venue and publish at least one scholarly article.
2. Students will propose independent research, demonstrating the ability to design and defend research proposals.
3. As students develop greater knowledge and deeper insight into political theory, research and literature related to education, they will be better positioned to develop, execute and present their own research in the field of educational leadership.
4. As students develop greater knowledge and deeper insight into change management theory, research and literature, they will be better positioned to develop, execute and present their own research in the field of educational leadership.
5. As students develop greater knowledge and deeper insight into the theory, research and literature associated with effectively leading at the district-level they will be better positioned to develop, execute and present their own research in the field of educational leadership.

I. COURSE CHANGES

(EDAM) EDUCATIONAL ADMINISTRATION

ITEM 1: COURSE ADD

EDAM 630 Politics of Education (3)

This course is an introduction to the complex and often contested field of politics and education. The purpose of the course is to provide students with an understanding of the interplay of groups that shape educational decision making, with an emphasis on governance structures, stakeholders, and public engagement.

Cross-listing: None

Grading Restriction: None

Repeatability: May be taken once for credit

Registration Restriction: Registration is limited to graduate students in Educational Leadership and Policy Studies' Programs

SUPPORTING INFORMATION

Rationale: The course will provide students the opportunity for in-depth study of the roles of different political actors in the field of education. Currently, there is no advanced course specifically addressing the politics of education, separate from the study of policy, here at UTK; this course fills that gap.

Impact on Other Units: No projected impact on other units and/or courses.

Format and Course Location: Lecture / on campus.

Financial Impact Statement: The addition of this course should not have any material impact on finances or other resources. This course should be able to be offered within the budgeted faculty and available facilities of the Educational Leadership and Policy Studies Department.

Learning Outcomes: The Ph.D. in Educational Leadership has two learner outcomes: 1. As student matriculates through program, student will design and present original research at national and/or regional venue and publish at least one scholarly article, and 2. Students will propose independent research, demonstrating the ability to design and defend research proposals. The proposed course will support both Learning Outcomes of the Ph.D. program in Educational Leadership. As students develop greater knowledge and deeper insight into political theory, research and literature related to education, they will be better positioned to develop, execute and present their own research in the field of educational leadership.

Assessment Activities: No assessment activities specifically pointed to the development of this course. Informal discussions with faculty and students suggested such a course would be valuable and necessary. This course was developed with the support of the Department Head of Educational Leadership and Policy Studies Department.

EDAM 631 Education Change Management (3)

Over the past several decades, public education has experienced what might be characterized as seismic changes. Educational reform and improvement efforts have guaranteed a dynamic policy and instructional environment in school districts and in schools. In order for these changes to be productive and positive rather than overwhelming and distracting, change must be carefully introduced and effectively managed, and faculty and staff must be adequately supported throughout the process. This course will explore challenges and strategies associated with successful change management in the educational setting.

Cross-listing: None

Grading Restriction: None

~~Repeatability: May be taken once for credit~~

Registration Restriction: Registration is limited to graduate students

SUPPORTING INFORMATION

Rationale: Not only has change been a constant in the K-12 educational setting in recent years, but effectively managing change can be the difference between tremendous academic success and stagnation or failure. This course will fill a critical need in the field by equipping education leadership students with important knowledge, skills and strategies to become successful and effective managers of necessary change in schools and school districts, ultimately leading to greater pupil learning and achievement.

Impact on Other Units: No projected impact on other units and/or courses.

Format and Course Location: Lecture / on campus.

Financial Impact Statement: The addition of this course should not have any material impact on finances or other resources. This course should be able to be offered within the budgeted faculty and available facilities of the Educational Leadership and Policy Studies Department.

Learning Outcomes: The Ph.D. in Educational Leadership has two learner outcomes: 1. As student matriculates through program, student will design and present original research at national and/or regional venue and publish at least one scholarly article, and 2. Students will propose independent research, demonstrating the ability to design and defend research proposals. The proposed course will support both Learning Outcomes of the Ph.D. program in Educational Leadership. As students develop greater knowledge and deeper insight into change management theory, research and literature, they will be better positioned to develop, execute and present their own research in the field of educational leadership.

Assessment Activities: No formal assessment activities specifically pointed to the development of this course. Informal discussions with faculty and students suggested such a course would be valuable and necessary. This course was developed with the support of the Department Head of Educational Leadership and Policy Studies Department.

EDAM 632 School District Leadership (3)

This course will thoroughly examine the complex role and potentially significant impact of today's school district superintendent (as well as their Charter Management Organization leader counterparts). Particular attention will be paid to the challenges of instructional leadership in today's complex education organizations that operate in a resource constrained, politically charged, and publicly scrutinized environment.

Cross-listing: None

Grading Restriction: None

~~Repeatability: May be taken once for credit~~

Registration Restriction: Registration is limited to graduate students

SUPPORTING INFORMATION

Rationale: Leadership matters. Numerous studies have highlighted the critical importance of effective leadership in the academic success of schools and school districts. This course will address a substantial need by providing educational leadership students with an extensive grounding in the theory and research behind outstanding district-level leadership, as well as a deep understanding of the practical realities and successful strategies of leading a complex educational enterprise to ensure consistently rigorous instructional quality and achieve high-level pupil learning outcomes.

Impact on Other Units: No projected impact on other units and/or courses.

Format and Course Location: Lecture / on campus.

Financial Impact Statement: The addition of this course should not have any material impact on finances or other resources. This course should be able to be offered within the budgeted faculty and available facilities of the Educational Leadership and Policy Studies Department.

Learning Outcomes: The Ph.D. in Educational Leadership has two learner outcomes: 1. As student matriculates through program, student will design and present original research at national and/or regional venue and publish at least one scholarly article, and 2. Students will propose independent research, demonstrating the ability to design and defend research proposals. The proposed course will support both Learning Outcomes of the Ph.D. program in Educational Leadership. As students develop greater knowledge and deeper insight into the theory, research and literature associated with effectively leading at the district-level they will be better positioned to develop, execute and present their own research in the field of educational leadership.

Assessment Activities: No formal assessment activities specifically pointed to the development of this course. Informal discussions with faculty and students suggested such a course would be valuable and necessary. This course was developed with the support of the Department Head of Educational Leadership and Policy Studies Department.

Approved with noted revisions

Committee removed the Repeatability language "may be taken once for credit". This language is incorrect since the intent is to not allow courses to be repeatable. Only variable credit courses need to have a Repeatability. Committee also suggested that the departments consider using shorter course descriptions in the future.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

(RHTM) RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

1. Demonstrate in-depth knowledge of key theories in their field.
2. Source relevant literature information.
3. Employ appropriate methods for research.
4. Demonstrate the ability to conduct, present and publish their research.

I. COURSE CHANGES

(RHTM) RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

ITEM 1: REVISE REPEATABILITY

RHTM 590 Research Seminar (1)

Repeatability: May be repeated. Maximum 3 hours.

Formerly:

RHTM 590 Research Seminar (1)

Repeatability: May be repeated. Maximum 2 hours.

SUPPORTING INFORMATION

Rationale: ~~It has been many years since students have taken this course in fall semesters for the three years. Thus,~~ This change fixes an inconsistency between the PhD program requirements and the course description for RHTM 590.

Impact on Other Units: None

Financial Impact: None

Learning Outcomes Supported: Does not impact student learner outcomes

Support from Assessment Activities: This course covers diverse topics enhancing students' knowledge of research trends/resources and professionalism. Faculty identified that taking this course for three years benefits doctoral students who are pursuing academic jobs in RHTM.

Approved with noted revisions

Committee suggested that the first sentence in the Rationale be removed.

II. PROGRAM CHANGES

(RHTM) RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT

ITEM 2: REVISE THE HOURS CREDIT OF INSTRUCTIONAL METHODS AND ELECTIVES FOR THE RETAIL, HOSPITALITY, AND TOURISM MANAGEMENT MAJOR, PhD

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9108

In the 2017-2018 Graduate Catalog, revise the Hours Credit of Instructional Methods and Electives for the Retail, Hospitality, and Tourism Management Major, PhD as follows:

From:

Requirements	Hours Credit
¹ Required Courses	12
² Research Methods	6
³ Statistics	12
⁴ Cognate Area	9
⁵ Instructional Methods	3
Electives	20
Dissertation	24
Total Hours	86

¹ RHTM 614, RHTM 615, RHTM 625, RHTM 641.

² RHTM 590, RHTM 616.

³ STAT 537 or BZAN 535 or PSYC 521 or SOWK 605, STAT 579 and elective OR

^{3a} STAT 538 or PSYC 522 or SOWK 606, STAT 579 and elective.

⁴ Cognate hours must include at least 3 hours at the 600 level.

⁵ Graduate level courses that will help develop students' instructional capabilities

To:

Requirements	Hours Credit
¹ Required Courses	12
² Research Methods	6
³ Statistics	12
⁴ Cognate Area	9
⁵ Instructional Methods	<u>2</u>
Electives	<u>21</u>
Dissertation	24
Total Hours	86

¹ RHTM 614, RHTM 615, RHTM 625, RHTM 641.

² RHTM 590, RHTM 616.

³ STAT 537 or BZAN 535 or PSYC 521 or SOWK 605, STAT 579 and elective OR

^{3a} STAT 538 or PSYC 522 or SOWK 606, STAT 579 and elective.

⁴ Cognate hours must include at least 3 hours at the 600 level.

⁵ Graduate level courses that will help develop students' instructional capabilities

SUPPORTING INFORMATION

Rationale: The course that has been recommended by faculty as a useful course for Instructional Methods in our academic field is a 2-credit course. Revision fixes the credit hours information accordingly. And this 1 credit eliminated from a revision in Instructional Methods is added to Electives.

Impact on Other Units: None

Financial Impact: None

Learning Outcomes Supported: Does not impact student learner outcomes

Support from assessment activities: The revision reflects changing needs of the RHTM graduate program.

Approved

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

(COUN) COUNSELOR EDUCATION

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

(CSE) CULTURAL STUDIES OF EDUCATIONAL FOUNDATIONS

Learning objectives for the Education Major, MS – Cultural Studies of Educational Foundations Concentration:

1. Students will master core knowledge in the discipline. Completing the reflective journal in the core course, CS 591.
2. Students will demonstrate the ability to think critically and application of knowledge and skills. Completing the service learning final paper/report in the core course, CS 591.
3. Students will demonstrate the integration of knowledge and research. Students who do the thesis option will complete a master's thesis and successfully defend it. The thesis committee will evaluate the student's final project.

CULTURAL STUDIES IN EDUCATION GRADUATE CERTIFICATE

Learning objectives for the Graduate Certificate in Cultural Studies in Education:

1. Students will master core knowledge in the discipline. Completing the reflective journal in the core course, CS 591.
2. Students will demonstrate the ability to think critically and application of knowledge and skills. Completing the service learning final paper/report in the core course, CS 591.

(ESM) EVALUATION, STATISTICS, AND MEASUREMENT (ESM is within EDPY)

Learning objectives for Educational Psychology and Research PhD – Evaluation, Statistics and Measurement Concentration:

1. Scholarly Writing: Students will write a scholarly review of the literature that seamlessly integrates references.
2. Content Mastery: Students will demonstrate mastery of the content in their area of academic concentration and how to apply the content in a practice setting.
3. Students will be actively engaged in their profession.

EVALUATION, STATISTICS, AND MEASUREMENT GRADUATE CERTIFICATE

Learning objectives for the Graduate Certificate in Evaluation, Statistics, and Measurement:

1. Students will demonstrate the ability to design a responsive evaluation, statistics, or measurement study addressing the specific needs of a public program or client
2. Students will demonstrate the ability to conduct a responsive applied evaluation, statistics, or measurement study leading to a report of study findings and conclusions for submission to an actual client

QUALITATIVE RESEARCH METHODS IN EDUCATION (QUAL CERTIFICATE)

Learning objectives for the Graduate Certificate in Qualitative Research Methods in Education:

1. Students will demonstrate the ability to design ethical, naturalistic qualitative research addressing needs based on a literature gap or client interest.
2. Students will demonstrate the ability to conduct naturalistic qualitative research leading to a report of study findings, conclusions, and implications for submission to a conference, journal, or client.

I. COURSE CHANGES

(CSE) CULTURAL STUDIES IN EDUCATION

ITEM 1: DROP COURSES

CSE 500 Thesis (1–15)
CSE 502 Registration for Use of Facilities (1–15)
CSE 503 Problems in Lieu of Thesis (2–3)
CSE 504 Teachers, School, and Society (3)
CSE 511 History of American Education (3)
CSE 526 Philosophy of Education: Theory Writing (3)
CSE 539 Development of Education Thought (3)
CSE 545 Sociology of Education (3)
CSE 548 Transforming Critical Thinking: Constructive Thinking and Educational Implications (3)
CSE 549 Topics in International Education (3)
CSE 550 Multicultural Education (3)
CSE 591 Issues in Cultural Studies (3)
CSE 592 Social Justice and Education (3)
CSE 593 Independent Study (1–3)
CSE 594 Supervised Readings (1–3)
CSE 595 Special Topics (1–3)
CSE 600 Doctoral Research and Dissertation (3–15)
CSE 607 Advanced Seminar in Educational Studies (3)
CSE 609 Feminist Theories and Education (3)
CSE 639 Contemporary Philosophies in Education (3)
CSE 645 Advanced Sociology of Education (3)
CSE 660 Ethnographic Research Methods in Education (3)
CSE 693 Independent Study (1–3)
CSE 694 Supervised Readings (1–3)
CSE 695 Special Topics (1–3)

SUPPORTING INFORMATION

Rationale: The major, degree and concentration are being moved to the Department of Theory and Practice in Teacher Education.

Impact on other units: Will impact Department of Theory and Practice in Teacher Education

Financial Impact: None

Learning outcomes supported: No change in support for learning outcomes

Support from Assessment Activities: Department Heads and Dean decided the most fitting departmental placement for CSE.

Approved

(EDPY) EDUCATIONAL PSYCHOLOGY

ITEM 2: ADD COURSE

EDPY 680 Advanced Educational Measurement (3)

Topics on Classical Test Theory (CTT) as well as contemporary psychometric theories (e.g., Item Response Theory, Rasch Modeling) will be reviewed. Application of psychometric theory to the construction and score validation of measurement instruments in education and the social sciences will be emphasized.

SUPPORTING INFORMATION

Rationale: This course has been offered under the EDPY 667 Special Topics course (Title: Psychometric Theory and Methods) three times: Summer 2012 (11 students), Fall 2013 (17 students), and Fall 2015 (6 students). This course will be of interest to students in the ESM doctoral program, the ESM certificate program, and many other doctoral students at UT who are looking for an advanced quantitative research course.

Impact on other units: None.

Financial Impact: None. This change does not change the existing faculty load.

Learner Outcomes Supported: This course provides an option supporting the ESM doctoral program's SLO #2: Outcome # 2 – (Content Mastery) – DIRECT ASSESSMENT Students will demonstrate mastery of the content in their area of academic concentration and how to apply the content in a practice setting. Having students take a course in Advanced Educational Measurement will enhance students' ability to meet this SLO.

Support from assessment activities: This change addresses assessment feedback (SAIS, SACS end of year surveys, and ESM program Needs Assessment) that discusses the importance of having advanced measurement training and additional quantitative research courses as part of this program.

Approved

II. PROGRAM CHANGES

(COUN) COUNSELOR EDUCATION

ITEM 3: REVISE SHOWCASE TO REMOVE “HUMAN DEVELOPMENT COURSE, APPROVED BY ADVISEMENT”, ADD COUN 545, AND REVISE CREDIT HOURS FOR THE COUNSELING MAJOR, MS

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=8948

In the 2017-2018 Graduate Catalog, revise the showcase for the Counseling Major, MS as follows:

From:

Requirements	Hours Credit
COUN 480, COUN 535, COUN 551, COUN 554, COUN 555, COUN 525, COUN 552, COUN 540, COUN 559 (9 hours across an academic or calendar year), COUN 556, COUN 570	39
SCHP 690	3
EDPY 550 – Research Course	3
Human development course, approved by advisement	3
Four electives or a thesis (COUN 500 for 6 hours and two electives)	12
Total Hours	60

To:

Requirements	Hours Credit
COUN 480, COUN 535, COUN 551, COUN 554, COUN 555, COUN 525, <u>COUN 545</u> , COUN 552, COUN 540, COUN 559 (9 hours across an academic or calendar year), COUN 556, COUN 570	<u>42</u>
SCHP 690	3
EDPY 550 – Research Course	3
Four electives or a thesis (COUN 500 for 6 hours and two electives)	12
Total Hours	60

SUPPORTING INFORMATION

Rationale: Clarifying requirements to guide students to faculty identified best option, rather than “by advisement” course area

Impact on other units: None

Financial Impact: None; the specified course, COUN 545, is currently taught once per year and can accommodate the numbers of students from the Clinical Mental Health Counseling Concentration of the Counseling, MS.

Learning Outcomes Supported: SACS SLOs for the Counseling MS major are not directly supported by this change.

Support from assessment activities: Faculty reviewed course options and identified course to be specified.

Approved

(CSE) CULTURAL STUDIES IN EDUCATION

ITEM 4: DROP CONCENTRATION

EDUCATION MAJOR, MS Cultural Studies of Educational Foundations Concentration

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=8980

In the 2017-2018 Graduate Catalog, drop the Education Major, MS – Cultural Studies of Educational Foundations Concentration.

SUPPORTING INFORMATION

Rationale: The major, degree and concentration are being moved to the Department of Theory and Practice in Teacher Education,

Impact on other units: Will impact Department of Theory and Practice in Teacher Education

Financial Impact: None

Learning outcomes supported: No change in support for learning outcomes

Support from Assessment Activities: Department Heads and Dean decided the most fitting departmental placement for CSE.

Approved

ITEM 5: DROP CERTIFICATE PROGRAM

Cultural Studies in Education Graduate Certificate

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9144

In the 2017-2018 Graduate Catalog, drop the Cultural Studies in Education Graduate Certificate.

SUPPORTING INFORMATION

Rationale: The Cultural Studies Program is being moved to the Department of Theory and Practice in Teacher Education.

Impact on other units: Will impact Department of Theory and Practice in Teacher Education

Financial Impact: None

Learning outcomes supported: No change in support for learning outcomes

Support from Assessment Activities: Department Heads and Dean decided the most fitting departmental placement for CSE.

Approved

(ESM) EVALUATION, STATISTICS, AND MEASUREMENT

ITEM 6: REVISE REQUIREMENTS FOR THE EVALUATION STATISTICS AND MEASUREMENT CERTIFICATE

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9004

In the 2017-2018 Graduate Catalog, revise the requirements for the Evaluation Statistics and Measurement Certificate as follows:

From:

The 18-hour graduate certificate in evaluation, statistics, and measurement is administered within the Department of Educational Psychology and Counseling. The certificate is intended for currently admitted University of Tennessee doctoral students (or individuals who have already earned a doctoral degree) wishing to develop knowledge and skills in evaluation, statistics, and measurement.

Requirements for the Graduate Certificate in Evaluation, Statistics, and Measurement

- EDPY 534 - Program Evaluation II
- EDPY 577 - Statistics in Applied Fields I
- EDPY 677 - Statistics in Applied Fields II
- EDPY 678 - Statistics in Applied Fields III*
- One of the following: EDPY 581 - Classroom Measurement or EDPY 583 - Survey Research.
- Individuals must submit an appropriate work sample (e.g., completed evaluation report, completed research paper) that showcases their skills in evaluation, statistics, and/or measurement. This work sample will be reviewed by the ESM faculty.
- Individuals must be currently enrolled in a Doctoral Program at the University of Tennessee or have earned a doctoral degree from UT or another university.
- Individuals must complete all 18 credits of the courses listed above.
- Individuals must earn at least a 3.5 GPA in the certificate courses.
- All courses must be completed within the five years of applying for a certificate.
- *Another advanced statistics or measurement course may be substituted for this course with written permission from the ESM Certificate Coordinator.

To:

The 18-hour graduate certificate in evaluation, statistics, and measurement is administered within the Department of Educational Psychology and Counseling. The certificate is intended for currently admitted University of Tennessee doctoral students (or

individuals who have already earned a doctoral degree) wishing to develop knowledge and skills in evaluation, statistics, and measurement.

Requirements for the Graduate Certificate in Evaluation, Statistics, and Measurement

- EDPY 533 - Program Evaluation I
- EDPY 534 - Program Evaluation II
- EDPY 577 - Statistics in Applied Fields I
- EDPY 677 - Statistics in Applied Fields II
- EDPY 678 - Statistics in Applied Fields III
- One of the following: EDPY 581 - Classroom Measurement or EDPY 583 - Survey Research.
- Individuals must submit an appropriate work sample (e.g., completed evaluation report, completed research paper) that showcases their skills in evaluation, statistics, and/or measurement. This work sample will be reviewed by the ESM faculty.
- Individuals must be currently enrolled in a doctoral program at the University of Tennessee or have earned a doctoral degree from UT or another university.
- Individuals must complete all 18 credits of the courses listed above.
- Individuals must earn at least a 3.5 GPA in the certificate courses.
- All courses must be completed within the five years of applying for a certificate.

Contact the ESM Certificate Coordinator, Dr. Jennifer Ann Morrow, at jamorrow@utk.edu for questions.

SUPPORTING INFORMATION

Rationale: EDPY 533 was inadvertently left off the list of courses when changes were made for fall 2012. EDPY 533 is a prerequisite course for EDPY 534. In the past 4 years the requests for substitutions for EDPY 678 have been minimal and typically are students requesting independent studies courses that do not contain the same skill sets as EDPY 678 as replacements. The ESM faculty believe students should show competence in the skills taught in EDPY 678 in order to earn a certificate in ESM. The coordinator is named with email so that students can know where to find the certificate & who to contact.

Impact on other units: None. This is only a housekeeping change.

Financial Impact: None. This change does not change the existing faculty load.

Learner Outcomes Supported: This change addresses SLO #2: Students will demonstrate the ability to conduct a responsive applied evaluation, statistics, or measurement study leading to a report of study findings and conclusions for submission to an actual client. Having students take EDPY 678 will enhance students' ability to meet this SLO.

Support from assessment activities: This change addresses assessment feedback (SAIS, SACS end of year surveys, and ESM program Needs Assessment) that discusses the usefulness of the skills learned in EDPY 678 and the importance of having advanced statistics training as part of this program.

Approved

Noted that it was not the department's choice to drop EDPY 533 from the catalog, it was an error made somewhere in the curriculum process. It took four years to catch this error because students never forgot to take it. One of the administrative staff members caught the mistake while comparing the department's website to the catalog.

ITEM 7: REVISE THE REQUIREMENTS FOR THE QUALITATIVE RESEARCH METHODS IN EDUCATION CERTIFICATE

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9094

In the 2017-2018 Graduate Catalog, revise the requirements for the Qualitative Research Methods in Education Certificate as follows:

From:

The 15-hour graduate certificate in qualitative research methods in education is an interdepartmental program of study that is administered by faculty within the Department of Educational Psychology and Counseling. The certificate is intended for currently admitted graduate students wishing to develop their skills in conducting qualitative research studies. Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal research degree.

Requirements EDPY 559.

At least one of the following: EDPY 659, CFS 650, ELPS 618.

At least three of the following: EDPY 631, ELPS 617, CSE 660, CSE 526.

Attainment of a minimum 3.5 grade point average in the certificate coursework.

Completed peer-reviewed qualitative research study: such as a conference presentation, completed qualitative dissertation, or qualitative research presentation.

Other courses may, where appropriate, be substituted for the courses listed above with the permission of the program coordinator.

To:

The 15-hour graduate certificate in qualitative research methods in education is an interdepartmental program of study that is administered by faculty within the Department of Educational Psychology and Counseling. The certificate is intended for currently admitted University of Tennessee doctoral students (or individuals who have already earned a doctoral degree) wishing to develop their skills in conducting qualitative research studies. Certificate candidates must currently be admitted to a doctoral program at the university or hold a terminal research degree.

Requirements

EDPY 559 and EDPY 659.

At least three upper-level qualitative courses such as: ANTH 531, CCI 643, CFS 650, CMST 542, CSE 660, CSE 526, EDPY 631, ELPS 617, ELPS 618, GEOG 516, LEES 659, NURS 607, SOCI 640.

Attainment of a minimum 3.5 grade point average in the certificate coursework.

Other courses may, where appropriate, be substituted for the courses listed above with the written permission of the certificate coordinator.

Individuals must submit an appropriate work sample (e.g., completed qualitative research report, completed qualitative research paper) that showcases their skills in qualitative research methods in education. This work sample will be reviewed by the ESM faculty.

Individuals must be currently enrolled in a doctoral program at the University of Tennessee or have earned a doctoral degree from UT or another university.

Individuals must complete all 15 credits of the courses listed above.

All courses must be completed within the five years of applying for a certificate.

Contact the ESM Qualitative Research Certificate Coordinator, Dr. Lauren Moret, at Imoret@utk.edu for questions.

SUPPORTING INFORMATION

Rationale: Several courses in the current listing are no longer offered. Several courses are not offered every year (CFS 650: 3yr cycle; EDPY 659: 2yr cycle), making it necessary to offer more options for advanced level learning. There are more qualitative research courses being offered across campus and it is important to make the students aware of these options. Independent study courses do not contain the same skill sets as EDPY 659 and other advanced level courses with focused syllabi, therefore those type of classes should not act as replacements. The Qualitative Certificate faculty believe students should show competence in the skills taught in EDPY 659 in order to earn a certificate in QUAL. The coordinator is named with email so that students can know where to find the certificate & who to contact.

Impact on other units: None. This is only a housekeeping change.

Financial Impact: None. This change does not change the existing faculty load.

Learner Outcomes Supported: These changes support SACS SLO #1 - Students will demonstrate the ability to design ethical, naturalistic qualitative research addressing needs based on a literature gap or client interest and SLO #2 - Students will demonstrate the ability to conduct naturalistic qualitative research leading to a report of study findings, conclusions, and implications for submission to a conference, journal, or client.

Support from assessment activities: These changes address assessment feedback (2015 College Feedback Form) that discusses the usefulness of the tools used to supply faculty with feedback and greater aligns with the new SACS rubrics.

Approved

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

(CSE) CULTURAL STUDIES OF EDUCATIONAL FOUNDATIONS MS STUDENT LEARNER OUTCOMES

1. Students will master core knowledge in the discipline. Completing the reflective journal in the core course, CS 591.
2. Students will demonstrate the ability to think critically and application of knowledge and skills. Completing the service learning final paper/report in the core course, CS 591.
3. Students will demonstrate the integration of knowledge and research. Students who do the thesis option will complete a master's thesis and successfully defend it. The thesis committee will evaluate the student's final project.

(CSE) CULTURAL STUDIES IN EDUCATION GRADUATE CERTIFICATE STUDENT LEARNER OUTCOMES

1. Students will master core knowledge in the discipline. Completing the reflective journal in the core course, CS 591.
2. Students will demonstrate the ability to think critically and application of knowledge and skills. Completing the service learning final paper/report in the core course, CS 591.

(SPED) SPEC ED BS STUDENT LEARNER OUTCOMES

1. Planning (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
Develops instructional activities that take into account students' strengths, interests, and needs to enable each student to advance and accelerate his/her learning.
3. Assessment (for Modified/Comprehensive and Deaf/Hard of Hearing Concentrations)
Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. (For Modified/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments (for Modified/Comprehensive; Deaf/Hard of Hearing; and Educational Interpreting Concentrations) Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. (For Educational Interpreting and Communication Disorders Majors) (From InTASC Standard 2) Uses understanding of individual differences and diverse cultures and communities to promote inclusive learning and/or social environments that enable all individuals to meet high standards.
7. (For Educational Interpreting Majors) (from InTASC Standard 10) Seeks appropriate roles and opportunities to take responsibility for well-being of individuals with disabilities, to collaborate with students, families, colleagues, school professionals, and community members to ensure individual learner growth, and to advance well-being of individuals with disabilities.

(TPTE) MS TRACK I STUDENT LEARNER OUTCOMES

1. Demonstrates rich understanding of subject(s) taught and appreciation of how knowledge in subject area(s) is created, organized, and linked to real-world settings.
2. Demonstrates the ability to reason and to take multiple perspectives
3. Demonstrates quality of writing that is expected of advanced graduate students

(TPTE) MS TRACK II STUDENT LEARNER OUTCOMES

1. The candidate understands the central concepts, tools of inquiry, structures of the discipline(s) he or she teaches and can create learning experiences that make these aspects of subject matter meaningful for students. (Corresponds to InTASC Standard 1)
2. The candidate understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners. (Corresponds to InTASC Standard 3)
3. The candidate understands and uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills. (Corresponds to InTASC Standard 4)

(TPTE) PHD STUDENT LEARNER OUTCOMES

1. Demonstrates college-level teaching proficiency
2. Effectively supervises pre-service teacher candidates and collaborate with school-based partners
3. Demonstrates a rich knowledge of current literature in his/her field sufficient to utilize such information for the improvement of practice.
4. Demonstrates the ability to do independent and/or collaborative research and the capacity to advance the knowledge base in his/her field

I. COURSE CHANGES

ITEM 1: ADD ACADEMIC DISCIPLINE AND COURSES

(CSE) CULTURAL STUDIES IN EDUCATION

CSE 500 Thesis (1-15)

Grading Restriction: P/NP only.
Repeatability: May be repeated.
Credit Level Restriction: Graduate credit only.
Registration Restriction(s): Minimum student level – graduate.

CSE 502 Registration for Use of Facilities (1-15)

Required for the student not otherwise registered during any semester when student uses university facilities and/or faculty time before degree is complete.
Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: May be repeated.
Credit Restriction: May not be used toward degree requirements.
Registration Restriction(s): Minimum student level – graduate.

CSE 503 Problems in Lieu of Thesis (2-3)

Grading Restriction: Satisfactory/No Credit grading only.
Repeatability: Maximum 9 hours.
Credit Level Restriction: Graduate credit only.
Registration Restriction(s): Minimum student level – graduate.

CSE 504 Teachers, School, and Society (3)

Critical interdisciplinary examination of selected policies and assumptions about education in America with a focus on teachers, students, and the relationship between schools and the broader society.

CSE 511 History of American Education (3)

Changing goals and processes in education. Differing historical interpretations of role of school and its relationship to American society – colonial to present.

CSE 526 Philosophy of Education: Theory Writing (3)

Description, interpretation, and critique of philosophical/theoretical arguments: truths, knowledge, and values in relation to education.

CSE 539 Development of Education Thought (3)

Historic and philosophic approach to lives and writing of influential educators: Plato, Quintilian, Comenius, Rousseau, Pestalozzi, Froebel, Dewey.

CSE 545 Sociology of Education (3)

Sociological analysis of the United States education system. Controversial cultural and social issues that affect the educational system and the students who attend U.S. schools.

CSE 548 Transforming Critical Thinking: Constructive Thinking and Educational Implications (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.
Cross-listed: (Same as Women's Studies 548.)

CSE 549 Topics in International Education (3)

Historical, philosophical, and sociological foundations; selected nations and their cultures.
Repeatability: May be repeated. Maximum 9 hours.

CSE 550 Multicultural Education (3)

Introduction to history, varieties, theory and practice of multiculturalism and multicultural education. Addresses the promotion and critique of multicultural education and related concepts in theory and educational practice.

CSE 591 Issues in Cultural Studies (3)

Combination of theoretical readings in cultural studies and service learning for social justice project. Discussion of interdisciplinary, social justice and activism. Links between theory and practice of cultural studies.

CSE 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.

CSE 593 Independent Study (1-3)

Grading Restriction: Satisfactory/No Credit or letter grade.

Repeatability: May be repeated. Maximum 12 hours.

CSE 594 Supervised Readings (1-3)

Grading Restriction: Satisfactory/No Credit or letter grade.

Repeatability: May be repeated. Maximum 12 hours.

CSE 595 Special Topics (1-3)

Grading Restriction: Satisfactory/No Credit or letter grade.

Repeatability: May be repeated. Maximum 12 hours.

CSE 600 Doctoral Research and Dissertation (3-15)

Grading Restriction: P/NP only.

Repeatability: May be repeated.

Registration Restriction(s): Minimum student level – graduate.

CSE 607 Advanced Seminar in Educational Studies (3)

Interdisciplinary seminar. Readings selected by faculty and participants from classic studies and current periodical literature in anthropology, sociology, history, and philosophy of education. Required for students as part of the Cultural Studies in Education primary specialization for the PhD program.

Registration Restriction(s): Minimum student level – graduate.

CSE 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.

Cross-listed: (Same as Women's Studies 609.)

Registration Restriction(s): Minimum student level – graduate.

CSE 639 Contemporary Philosophies in Education (3)

An examination of current debates within various philosophical fields of study as they relate to education.

Registration Restriction(s): Minimum student level – graduate.

CSE 645 Advanced Sociology of Education (3)

In depth analyses of social theories and education addressing contemporary issues and controversies across school structures, practices, cultures, and discourses.

Registration Restriction(s): Minimum student level – graduate.

CSE 660 Ethnographic Research Methods in Education (3)

Design, implementation and analysis of ethnographic research in education. Critical reading and evaluation of ethnographic studies.

Exploration of ethical issues in ethnographic research.

(RE) Prerequisite(s): 560.

Registration Restriction(s): Minimum student level – graduate.

CSE 693 Independent Study (1-3)

Grading Restriction: Satisfactory/No Credit or letter grade.

Repeatability: May be repeated. Maximum 9 hours.

Registration Restriction(s): Minimum student level – graduate.

CSE 694 Supervised Readings (1-3)

Grading Restriction: Satisfactory/No Credit or letter grade.

Repeatability: May be repeated. Maximum 9 hours.

Registration Restriction(s): Minimum student level – graduate.

CSE 695 Special Topics (1-3)

Grading Restriction: Satisfactory/No Credit or letter grade.

Repeatability: May be repeated. Maximum 9 hours.

Registration Restriction(s): Minimum student level – graduate.

SUPPORTING INFORMATION

Rationale: Cultural Studies faculty, programs, and courses are moving from Educational Psychology and Counseling (EPC) to Theory & Practice in Teacher Education (TPTE) effective in 2017. Cultural Studies content is better aligned with the mission of TPTE than EPC.

Impact on other units: None.

Course format and location: Traditional on-campus.

Financial impact: None. All of the resources will be moving as well to support this change.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support from assessment activities: The Department Heads and Dean decided TPTE was the most fitting departmental placement for CSE.

Approved

(EDDE) EDUCATION OF THE DEAF AND HARD OF HEARING**ITEM 2: REVISE TITLE, DESCRIPTION****† EDDE 601 Seminar in Education of Exceptional, Diverse and At-risk Learners (3)**

The purpose of this course is becoming an informed researcher, teacher educator, and/or leader in the field of education, the goals of this course are: (1) to ensure students' awareness and understanding of content that is grounded in the foundational literature of the field of special education (including deaf education and interpreter education); b) develop awareness of the historical, legal, and philosophical underpinnings of special education and its current status within the United States and internationally; c) develop awareness of the intersection of special education with poverty, race, culture, and language; and d) become cognizant of foundational and current research and evidence-based instructional and assessment practices that characterize special education as a discipline.

Formerly:

EDDE 601 Reading and Applying Research for Diverse Learners: Group and Correlational Approaches I (3)

Will focus on seminal readings in policy and research related to education of diverse learners using group experimental and quasi-experimental and correlational research designs. Goals of the course are: (1) to increase students' familiarity with policy and seminal readings in educational research focusing on diverse learners, (2) to increase students' understanding of educational research focusing on diverse learners, (3) to develop students' skills for analyzing and critiquing educational research with diverse populations, and (4) to begin development of a research agenda by honing skills in preparing research proposals targeting needs of diverse learners. Course 601 is Part 1 of a two course sequence.

SUPPORTING INFORMATION

Rationale: this course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration with knowledge of important policy, prominent arguments/theory and seminal readings, and experience in (1) to ensure students' awareness and understanding of content that is grounded in the foundational literature of the field of special education (including deaf education and interpreter education); b) develop awareness of the historical, legal, and philosophical underpinnings of special education and its current status within the United States and internationally; c) develop awareness of the intersection of special education with poverty, race, culture, and language; and d) become cognizant of foundational and current research and evidence-based instructional and assessment practices that characterize special education as a discipline.

Impact on other units: no impact on other units. This course is cross-listed with SPED 601. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration.

Financial impact: none as this course is already being taught by current faculty.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no-assessments-activities-were-conducted.~~ Periodic curricular review by the Faculty.

EDDE 603 Reading and Applying Research for Diverse Learners: Single-Subject Approaches (3)

This course has four goals: (1) to increase students' familiarity with policy and seminal readings in educational research focusing on diverse learners (2) to increase students' understanding of educational research concepts and procedures in the context of education of diverse learners, (3) to develop students' skills for analyzing and critiquing educational research related to diverse learners, and (4) to develop skills in preparing research proposals and manuscripts. Specifically, this course is designed to help students build a research agenda by preparing them to conduct research using single subject methodologies designs within the context of current and/or promising, theoretical, applied and/or evidence-based practices in instruction and/or curriculum related to diverse learners.

Formerly:

EDDE 603 Reading and Applying Research for Diverse Learners: Single-Subject Approaches I (3)

Four goals of course are: (1) to increase students' familiarity with policy and seminal readings in educational research focusing on diverse learners (2) to increase students' understanding of educational research concepts and procedures in the context of education of diverse learners, (3) to develop students' skills for analyzing and critiquing educational research related to diverse learners, and (4) to develop skills in preparing research proposals and manuscripts. Specifically, this course is designed to help students build a research agenda by preparing them to conduct research using single subject methodologies designs within the context of current and/or promising, theoretical, applied and/or evidence-based practices in instruction and/or curriculum related to diverse learners. This course is Part 1 of a two course sequence.

SUPPORTING INFORMATION

Rationale: This course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration with knowledge of important policy, prominent arguments/theory, seminal readings, and experience in conducting single-subject methodological research designs often used in applied educational research related to diverse learners.

Impact on other units: no impact on other units. This course is cross-listed with SPED 603. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration. It is not designed to be used to meet the research component of TPTE's PhD in Education and thus will not negatively impact the enrollment in required research courses in other units (e.g., statistics or research design courses in Educational Psychology and Counseling or Statistics).

Financial impact: none. this course is already being offered.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no-assessments-activities-were-conducted.~~ Periodic curricular review by the faculty.

EDDE 605 Reading and Applying Research for Diverse Learners: Secondary Data Analyses (3)

This course is designed to provide doctoral students with an opportunity to explore a wide range of trends in the field of educating diverse learners and introduces students to methods for transferring and processing existing data sources in the social science field. This course is intended to help students solidify their knowledge, skills, and dispositions related to research design, research methods, and scholarly writing by applying and expanding these skills in the context of educational research, particularly as concerning diverse learners, through the secondary data sources. This course will also provide students with the background necessary to develop skills in conducting research **and** writing scholarly manuscripts.

Formerly:

EDDE 605 Trends and Inquiry in Diverse Learners: Research Proposal and Grant Writing (3)

Designed to provide doctoral students with an opportunity to explore a wide range of trends in the field of educating diverse learners and develop effective grant writing skills that are essential to acquire competitive funding from government agencies and private foundations. This course is intended to help students solidify their knowledge, skills, and dispositions related to research design, research methods, and scholarly writing by applying and expanding them in the context of educational research, particularly diverse learners, through grant writing process. This course will also provide students with the background necessary to develop a competitive research funding proposal. This class will focus on the following three parts: Analysis of the literature, research methodologies, and grant writing process.

SUPPORTING INFORMATION

Rationale: This course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration to develop methods for transferring and processing existing data sources in the social science field.

Impact on other units: No impact on other units. This course will be cross-listed with SPED 605. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration. It is not designed to be used to meet the research component of TPTE's PhD in Education and thus will not negatively impact the enrollment in required

research courses in other units (e.g., statistics or research design courses in Educational Psychology and Counseling or Statistics).

Financial impact: none. This course is currently being offered.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no assessments activities were conducted.~~ Periodic curricular review by the faculty.

Approved with noted revisions

ITEM 3: REVISE TITLE, DESCRIPTION, PREREQUISITE(S)

† EDDE 602 Reading and Applying Research for Diverse Learners: Group and Correlational Approaches (3)

Will focus on seminal readings in policy and research related to education of diverse learners using group experimental and quasi-experimental and correlational research designs. The goals of this course are: (1) to increase students' familiarity with seminal readings in educational research focusing on diverse learners, (2) to increase students' understanding of educational research focusing on diverse learners, (3) to develop students' skills for analyzing and critiquing educational research with diverse populations, and (4) to further development of a research agenda by honing skills in preparing research proposals targeting needs of diverse learners.

Formerly:

EDDE 602 Reading and Applying Research for Diverse Learners: Group and Correlational Approaches II (3)

Will focus on seminal readings in policy and research related to education of diverse learners using group experimental and quasi-experimental and correlational research designs. The goals of this course are: (1) to increase students' familiarity with seminal readings in educational research focusing on diverse learners, (2) to increase students' understanding of educational research focusing on diverse learners, (3) to develop students' skills for analyzing and critiquing educational research with diverse populations, and (4) to further development of a research agenda by honing skills in preparing research proposals targeting needs of diverse learners. This course is Part 2 of a two course sequence.

(DE) Prerequisite(s): 601.

SUPPORTING INFORMATION

Rationale: This course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration with knowledge of important policy, prominent arguments/theory, seminal readings and experience in conducting group (experimental and quasi-experimental) and correlational research designs often used in applied educational research related to diverse learners.

Impact on other units: no impact on other units. This course is cross-listed with SPED 602. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration. It is not designed to be used to meet the research component of TPTE's PhD in Education and thus will not negatively impact the enrollment in required research courses in other units (e.g., statistics or research design courses in Educational Psychology and Counseling or Statistics).

Financial impact: none. This course is already being offered.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no assessments activities were conducted.~~ Periodic curricular review by the Faculty.

† EDDE 604 Reading and Applying Research for Diverse Learners: Meta-Analytic Methodology (3)

This course introduces methods for conducting a quantitative research synthesis using meta-analysis. This course will focus on (a) statistical methods for meta-analysis (summarization of data from multiple existing studies to make an overall conclusion) and (b) strategies for interpretation of meta-analysis results. Settings will include studies with continuous, binary and correlations coefficient outcomes. The focus of the course is both practical and methodological and includes background on all parts of the research synthesis process, including: problem formulation, conducting a literature search, data evaluation, effect size coding, data analysis, and reporting the results. Statistical methods will include fixed-effects, random-effects models, measures of heterogeneity, prediction intervals, meta regression and power assessment. Strategies for interpretation will include subgroup analysis and assessment of publication bias. The course will emphasize basic theory and underlying statistical methods, computational approaches, and the interpretation of results from published studies.

Formerly:

EDDE 604 Reading and Applying Research for Diverse Learners: Single-Subject Approaches II (3)

The purpose of this course is: (1) to increase students' familiarity with policy and seminal readings in educational research focusing on diverse learners, (2) increase students' understanding of educational research concepts and procedures in the context of education of diverse learners, (3) develop students' skills for analyzing and critiquing educational research related to diverse learners, (4) develop skills in preparing research proposals and manuscripts, (5) conduct a single-subject study, and (6) disseminate its findings. Specifically, this course is designed to prepare learners to build a research agenda by conducting research using single

subject methodologies designs within the context of current and/or promising, theoretical, applied and/or evidence-based practices in instruction and/or curriculum related to diverse learners. This course is Part 2 of a two course sequence.
(DE) Prerequisite(s): 603.

SUPPORTING INFORMATION

Rationale: This course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration with knowledge of important policy, prominent arguments/theory, and seminal readings, and experience in designing and conducting research using quantitative research synthesis meta-analysis procedures within the context of current and/or promising, theoretical, applied and/or evidence-based practices in instruction and/or curriculum for diverse learners and/or P-12 students or adults with disabilities.

Impact on other units: no impact on other units. This course is cross-listed with SPED 604. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration. It is not designed to be used to meet the research component of TPTE's PhD in Education and thus will not negatively impact the enrollment in required research courses in other units (e.g., statistics or research design courses in Educational Psychology and Counseling or Statistics).

Financial impact: none. This course is already offered.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no assessments activities were conducted.~~ Periodic curricular review by the Faculty.

Approved with noted revisions

ITEM 4: REVISE PREREQUISITE, COMMENT, REGISTRATION RESTRICTION(S)

EDDE 523 Practicum with the Deaf and Hard of Hearing (3)

(RE) Prerequisite: ASL 212

Comment: Taught in American Sign Language

Registration Restriction(s): Admission to teacher education.

Formerly:

EDDE 523 Practicum with the Deaf and Hard of Hearing (3)

SUPPORTING INFORMATION

Rationale: EDDE 523 is taken in the final semester prior to internship. Students should have completed ASL 212 and have been admitted to teacher education. The course is fully taught in ASL.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: No learner outcomes are affected by this change.

Support for this change from assessment activities: instructor observation.

Approved

ITEM 5: REVISE REGISTRATION RESTRICTION(S)

EDDE 419 Speech Development and Aural Habilitation/Rehabilitation of the Deaf and Hard of Hearing (3)

Registration Restriction(s): Admission to teacher education or instructor permission.

Formerly:

EDDE 419 Speech Development and Aural Habilitation/Rehabilitation of the Deaf and Hard of Hearing (3)

SUPPORTING INFORMATION

Rationale: students taking this course have been admitted to teacher education.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: Team review of the program.

Approved

ITEM 6: REVISE RECOMMENDED BACKGROUND, COMMENT, REGISTRATION RESTRICTION(S)

EDDE 415 Language Development of the Deaf and Hard of Hearing I (3)

Comment: Taught in American Sign Language.

Registration Restriction(s): Admission to teacher education or instructor permission.

Formerly:

EDDE 415 Language Development of the Deaf and Hard of Hearing I (3)

Recommended Background: Portion of class is delivered in American Sign Language (ASL). Students must have at least intermediate ASL skills to enroll.

EDDE 416 Language Development of the Deaf and Hard of Hearing II (3)

Comment: Taught in American Sign Language.

Registration Restriction(s): Admission to teacher education or instructor permission.

Formerly:

EDDE 416 Language Development of the Deaf and Hard of Hearing II (3)

Recommended Background: Portion of class is delivered in American Sign Language (ASL). Students must have at least intermediate ASL skills to enroll.

SUPPORTING INFORMATION

Rationale: These courses are taken by students who have been admitted to teacher education. The classes are fully taught in American Sign Language.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: Team review of the program.

Approved

(ENED) ENGLISH EDUCATION

ITEM 7: REVISE TITLE

ENED 592 Sociolinguistics and the Teaching of English (3)

Formerly:

ENED 592 Linguistics and the Teaching of English (3)

SUPPORTING INFORMATION

Rationale: This course is being used to satisfy completion of the new English Education/ESL Education program. State licensure requirements include a course in "sociolinguistics." The content of this course is not changing. The name just needs to be changed so that "sociolinguistics" appears on student transcripts.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: no assessment activities done. This change is necessary to comply with state licensing requirements.

Approved

(MEDU) MATHEMATICS EDUCATION

ITEM 8: REVISE TITLE, DESCRIPTION, RECOMMENDED BACKGROUND

MEDU 522 Using Programs and Materials to Differentiate Mathematics Instruction (3)

Strategies for differentiating mathematics instruction, including the examination and use of programs and materials (manipulatives, software, apps, etc.) to meet the needs of diverse learners.
Recommended Background: MEDU 485, 530, 543, OR 583.

Formerly:

MEDU 522 Programs and Materials in School Mathematics (3)

Examination, development and use of materials for creating an active learning environment for learning mathematics for all ages.

SUPPORTING INFORMATION

Rationale: This change updates the content to align with current research trends in mathematics education that focus on meeting the needs of a diverse population and reflects the way the course is currently taught.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: This is a minor wording change to better reflect the course content and to increase enrollment.

Approved

(SCED) SOCIAL SCIENCE EDUCATION

ITEM 9: REVISE TITLE, DESCRIPTION

SSCE 543 Teaching Middle and Secondary Social Studies (3)

Activities in this class are intended to promote the professional growth of pre-service and in-service social studies teachers through study, design, and implementation of social studies curriculum and instructional strategies. In particular, methods of teaching contemporary social science content in middle and secondary classrooms will be explored.

Formerly:

SSCE 543 Teaching Social Studies in Middle Grades (3)

Activities in this class are intended to promote the professional growth of pre-service and in-service social studies teachers through study, design, and implementation of social studies curriculum and instructional strategies. In particular, methods of teaching contemporary social science content in middle grade level classrooms will be explored.

SUPPORTING INFORMATION

Rationale: In order to maintain consistency with the new ENED/ESL program, the number of hours to complete the Secondary Education Minor needs to change to 19. Therefore, we are proposing the SSCE 454: Teaching Strategies and Issues in Secondary Social Studies Education to be taken in the Spring semester prior to the internship year for undergraduate credit to complete the 19-hour minor. The newly revised SSCE 543: Teaching Middle and Secondary Social Studies, would now become the graduate level methods course that interns would take during the Fall semester of their internship year. This will not affect students in any way, as the former SSCE 543: Teaching Social Studies in Middle Grades was designed for the middle grades program that no longer exist due to state licensure changes.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: No assessment activities were conducted. This is a minor change that will offer students in our program a more comprehensive social science education experience.

Approved

(SPED) SPECIAL EDUCATION

ITEM 10: REVISE TITLE, DESCRIPTION

† SPED 601 Seminar in Education of Exceptional, Diverse and At-risk Learners (3)

The purpose of this course is becoming an informed researcher, teacher educator, and/or leader in the field of education, the goals of this course are: (1) to ensure students' awareness and understanding of content that is grounded in the foundational literature of the field of special education (including deaf education and interpreter education); b) develop awareness of the historical, legal, and philosophical underpinnings of special education and its current status within the United States and internationally; c) develop awareness of the intersection of special education with poverty, race, culture, and language; and d) become cognizant of foundational and current research and evidence-based instructional and assessment practices that characterize special education as a discipline.

Formerly:

SPED 601 Reading and Applying Research for Diverse Learners: Group and Correlational Approaches I (3)

Will focus on seminal readings in policy and research related to education of diverse learners using group experimental and quasi-experimental and correlational research designs. Goals of the course are: (1) to increase students' familiarity with policy and seminal readings in educational research focusing on diverse learners, (2) to increase students' understanding of educational research focusing on diverse learners, (3) to develop students' skills for analyzing and critiquing educational research with diverse populations, and (4) to begin development of a research agenda by honing skills in preparing research proposals targeting needs of diverse learners. Course 601 is Part 1 of a two course sequence.

SUPPORTING INFORMATION

Rationale: this course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration with knowledge of important policy, prominent arguments/theory and seminal readings, and experience in (1) to ensure students' awareness and understanding of content that is grounded in the foundational literature of the field of special education (including deaf education and interpreter education); b) develop awareness of the historical, legal, and philosophical underpinnings of special education and its current status within the United States and internationally; c) develop awareness of the intersection of special education with poverty, race, culture, and language; and d) become cognizant of foundational and current research and evidence-based instructional and assessment practices that characterize special education as a discipline.

Impact on other units: no impact on other units. This course is cross-listed with EDDE 601. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration.

Financial impact: none as this course is already being taught by current faculty.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no assessments activities were conducted.~~ Periodic curricular review by the Faculty.

SPED 603 Reading and Applying Research for Diverse Learners: Single-Subject Approaches (3)

This course has four goals: (1) to increase students' familiarity with policy and seminal readings in educational research focusing on diverse learners (2) to increase students' understanding of educational research concepts and procedures in the context of education of diverse learners, (3) to develop students' skills for analyzing and critiquing educational research related to diverse learners, and (4) to develop skills in preparing research proposals and manuscripts. Specifically, this course is designed to help students build a research agenda by preparing them to conduct research using single subject methodologies designs within the context of current and/or promising, theoretical, applied and/or evidence-based practices in instruction and/or curriculum related to diverse learners.

Formerly:

SPED 603 Reading and Applying Research for Diverse Learners: Single-Subject Approaches I (3)

Four goals of course are: (1) to increase students' familiarity with policy and seminal readings in educational research focusing on diverse learners (2) to increase students' understanding of educational research concepts and procedures in the context of education of diverse learners, (3) to develop students' skills for analyzing and critiquing educational research related to diverse learners, and (4) to develop skills in preparing research proposals and manuscripts. Specifically, this course is designed to help students build a research agenda by preparing them to conduct research using single subject methodologies designs within the context of current and/or promising, theoretical, applied and/or evidence-based practices in instruction and/or curriculum related to diverse learners. This course is Part 1 of a two course sequence.

SUPPORTING INFORMATION

Rationale: This course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration with knowledge of important policy, prominent arguments/theory, seminal readings, and experience in conducting single-subject methodological research designs often used in applied educational research related to diverse learners.

Impact on other units: no impact on other units. This course is cross-listed with EDDE 603. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration. It is not designed to be used to meet the research component of TPTE's PhD in Education and thus will not negatively impact the enrollment in required research courses in other units (e.g., statistics or research design courses in Educational Psychology and Counseling or Statistics).

Financial impact: none. this course is already being offered.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no assessments activities were conducted.~~ Periodic curricular review by the Faculty.

SPED 605 Reading and Applying Research for Diverse Learners: Secondary Data Analyses (3)

This course is designed to provide doctoral students with an opportunity to explore a wide range of trends in the field of educating diverse learners and introduces students to methods for transferring and processing existing data sources in the social science field. This course is intended to help students solidify their knowledge, skills, and dispositions related to research design, research methods, and scholarly writing by applying and expanding these skills in the context of educational research, particularly as concerning diverse learners, through the secondary data sources. This course will also provide students with the background necessary to develop skills in conducting research and writing scholarly manuscripts.

Formerly:

SPED 605 Trends and Inquiry in Diverse Learners: Research Proposal and Grant Writing (3)

Designed to provide doctoral students with an opportunity to explore a wide range of trends in the field of educating diverse learners and develop effective grant writing skills that are essential to acquire competitive funding from government agencies and private foundations. This course is intended to help students solidify their knowledge, skills, and dispositions related to research design, research methods, and scholarly writing by applying and expanding them in the context of educational research, particularly diverse learners, through grant writing process. This course will also provide students with the background necessary to develop a competitive research funding proposal. This class will focus on the following three parts: Analysis of the literature, research methodologies, and grant writing process.

SUPPORTING INFORMATION

Rationale: This course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration to develop methods for transferring and processing existing data sources in the social science field.

Impact on other units: No impact on other units. This course will be cross-listed with EDDE 605. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration. It is not designed to be used to meet the research component of TPTE's PhD in Education and thus will not negatively impact the enrollment in required research courses in other units (e.g., statistics or research design courses in Educational Psychology and Counseling or Statistics).

Financial impact: none. This course is currently being offered.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no assessments activities were conducted.~~ Periodic curricular review by the Faculty.

Approved with noted revisions

ITEM 11: REVISE TITLE, DESCRIPTION, PREREQUISITE

† SPED 602 Reading and Applying Research for Diverse Learners: Group and Correlational Approaches (3)

Will focus on seminal readings in policy and research related to education of diverse learners using group experimental and quasi-experimental and correlational research designs. The goals of this course are: (1) to increase students' familiarity with seminal readings in educational research focusing on diverse learners, (2) to increase students' understanding of educational research focusing on diverse learners, (3) to develop students' skills for analyzing and critiquing educational research with diverse populations, and (4) to further development of a research agenda by honing skills in preparing research proposals targeting needs of diverse learners.

Formerly:

SPED 602 Reading and Applying Research for Diverse Learners: Group and Correlational Approaches II (3)

Will focus on seminal readings in policy and research related to education of diverse learners using group experimental and quasi-experimental and correlational research designs. The goals of this course are: (1) to increase students' familiarity with seminal readings in educational research focusing on diverse learners, (2) to increase students' understanding of educational research focusing on diverse learners, (3) to develop students' skills for analyzing and critiquing educational research with diverse populations, and (4) to further development of a research agenda by honing skills in preparing research proposals targeting needs of diverse learners. This course is Part 2 of a two course sequence.

(DE) Prerequisite(s): 601.

SUPPORTING INFORMATION

Rationale: This course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration with knowledge of important policy, prominent arguments/theory, seminal readings and experience in conducting group (experimental and quasi-experimental) and correlational research designs often used in applied educational research related to diverse learners.

Impact on other units: no impact on other units. This course is cross-listed with EDDE 602. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration. It is not designed to be used to meet the research component of TPTE's PhD in Education and thus will not negatively impact the enrollment in required

research courses in other units (e.g., statistics or research design courses in Educational Psychology and Counseling or Statistics).

Financial impact: none. This course is already being offered.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no assessments activities were conducted.~~ Periodic curricular review by the Faculty.

† SPED 604 Reading and Applying Research for Diverse Learners: Meta-Analytic Methodology (3)

This course introduces methods for conducting a quantitative research synthesis using meta-analysis. This course will focus on (a) statistical methods for meta-analysis (summarization of data from multiple existing studies to make an overall conclusion) and (b) strategies for interpretation of meta-analysis results. Settings will include studies with continuous, binary and correlations coefficient outcomes. The focus of the course is both practical and methodological and includes background on all parts of the research synthesis process, including: problem formulation, conducting a literature search, data evaluation, effect size coding, data analysis, and reporting the results. Statistical methods will include fixed-effects, random-effects models, measures of heterogeneity, prediction intervals, meta regression and power assessment. Strategies for interpretation will include subgroup analysis and assessment of publication bias. The course will emphasize basic theory and underlying statistical methods, computational approaches, and the interpretation of results from published studies.

Formerly:

SPED 604 Reading and Applying Research for Diverse Learners: Single-Subject Designs II (3)

The purpose of this course is: (1) to increase students' familiarity with policy and seminal readings in educational research focusing on diverse learners, (2) increase students' understanding of educational research concepts and procedures in the context of education of diverse learners, (3) develop students' skills for analyzing and critiquing educational research related to diverse learners, (4) develop skills in preparing research proposals and manuscripts, (5) conduct a single-subject study, and (6) disseminate its findings. Specifically, this course is designed to prepare learners to build a research agenda by conducting research using single subject methodologies designs within the context of current and/or promising, theoretical, applied and/or evidence-based practices in instruction and/or curriculum related to diverse learners. This course is Part 2 of a two course sequence.

(DE) Prerequisite(s): 603.

SUPPORTING INFORMATION

Rationale: This course is revised to update current knowledge and skills for doctoral students in the Special Education/Deaf Education/Interpreter Education PhD concentration with knowledge of important policy, prominent arguments/theory, and seminal readings and experience in conducting group (experimental and quasi-experimental) and correlational research designs often used in applied educational research related to diverse learners.

Impact on other units: no impact on other units. This course is cross-listed with EDDE 604. This course will be used to satisfy requirements for the PhD Education Major - Special Education/Deaf Education/Interpreter Education concentration. This course is one of a series that has been previously taught in the concentration. It is not designed to be used to meet the research component of TPTE's PhD in Education and thus will not negatively impact the enrollment in required research courses in other units (e.g., statistics or research design courses in Educational Psychology and Counseling or Statistics).

Financial impact: none. This course is already offered.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: ~~no assessments activities were conducted.~~ Periodic curricular review by the Faculty.

Approved with noted revisions

(WLEL) WORLD LANGUAGE/ENGLISH AS A SECOND LANGUAGE EDUCATION

ITEM 12: ADD COURSES

WLEL 445 Teaching World Languages: Grades PreK-5 (3)

ACTFL standards-based pedagogy, curricula, research and instructional resources focused on the PreK-5 WL classroom.

Recommended Background: Completion or near completion of world language hours for certification.

Registration Restriction(s): Admission to teacher education or consent of instructor.

SUPPORTING INFORMATION

Rationale: the state of Tennessee now offers PreK-12 licensure in world languages. Teaching WL: Grades PreK-5 has been offered as a TPTE 593 or 595 course for several years and it is now time to give it a WLEL course number. This course will be offered for both UG and Grad credit and will be submitted to the UG CRC at the Oct 2016 meeting.

Impact on other units: none.

Format and course location: this course is offered online with regular virtual real-time class meetings.

Financial impact: none. This course is already being taught by current WLEL faculty.

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: This change is necessary to comply with state licensing requirements in world languages

WLEL 475 Grammar for ESL Teachers (3)

Pedagogical approaches, second language acquisition research and resources for teaching English grammar to English language learners. Required for PreK-12 ESL licensure.

Recommended Background: Completion or near completion of hours for ESL certification.

SUPPORTING INFORMATION

Rationale: the state of Tennessee requires a pedagogical grammar class for PreK-12 ESL licensure. In recent years, TPTE 595 was the course number assigned to this class. It is now time to give it a WLEL course number. This course will be offered for both UG and Grad credit and will be submitted to the UG CRC at the Oct 2016 meeting.

Impact on other units: none.

Course format and location: this class is offered in a traditional on-campus format.

Financial impact: none. this course is already being taught by current WLEL faculty.

Learner outcomes supported by this change: no learner outcomes are impacted by this change.

Support for this change from assessment activities: this change is necessary to comply with state licensing requirements in English as a Second Language.

WLEL 550 Second Language Assessment and Standards-Based instruction (3)

This course will focus on how to develop, use, score and interpret a variety of second language assessments, give constructive feedback to students and use the results of the assessments to inform standards-based language instruction.

SUPPORTING INFORMATION

Rationale: the proposed course would enrich the current menu of world language education offerings, enhancing all graduate programs in world language education in general and offering a class focused on language assessment issues in particular, that inform standards-based instruction.

Impact on other units: none.

Format and course location: this course is offered online with regular virtual real-time class meetings.

Financial impact: none. Existing WL faculty will teach the course.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: no assessment activities done. This course addition will enhance all world language graduate degree and licensure programs.

Approved

II. PROGRAM CHANGES

ITEM 13: REVISE REQUIREMENTS AND FOOTNOTES FOR THE EDUCATION MAJOR, PhD – LITERACY STUDIES CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=8983&returnto=2517

In the 2017-2018 Graduate Catalog, revise the requirements and footnotes for the Education Major, PhD – Literacy Studies Concentration as follows:

FROM:

Education Major, PhD

Students in the PhD concentrations share a common set of course requirements with graduate credit hours required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements.

	Credit Hours
¹ Research Area	15
² Core Requirements	8
Concentration/Specialization	15
Cognate	6
Dissertation	24

¹ Must include TPTE 640 (3) or ELPS 615 (3).

² Seminar in primary concentration (3); TPTE 604, TPTE 605, TPTE 617.

Note: Please contact the academic department for additional information on course requirements in each of these areas.

TO:

Education Major, PhD

Students in the PhD concentrations share a common set of course requirements with graduate credit hours required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements.

	Credit Hours
¹ Research Area	15
² Core Requirements	<u>12</u>
Concentration/Specialization	15
Cognate	6
Dissertation	24

¹ Must include TPTE 640 (3)

² Seminar in each of the three department primary concentrations (TPTE 617, REED 602, SPED/EDDE 601, or other course from each of the three departmental PhD concentrations as approved by doctoral committee) (9); TPTE 604 (1), TPTE 605 (1), TPTE 612 (minimum of 1).

Note: Please contact the academic department for additional information on course requirements in each of these areas.

SUPPORTING INFORMATION

Rationale: ELPS 615 was added when Educational Administration was a part of TPTE. Now that Educational Administration is housed in a separate department (ELPS), it is no longer appropriate to allow this course to serve as the single commonly required research course for TPTE. TPTE doctoral students have not used ELPS 615 to meet this requirement for several years, so this deletion is needed for accuracy. Currently the TPTE doctoral program of study is 4 hours short of the Graduate School requirements so we have changed the core requirements and footnote 2. These changes/additions will meet the minimum credit hour requirements and will result in a stronger, better defined PhD in Education Curriculum. TPTE doctoral students (across all three concentrations) will each take one course from each concentration.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: these changes were based on the recommendations of our Academic Program Review and responses from our doctoral student surveys.

Approved

ITEM 14: REVISE REQUIREMENTS AND FOOTNOTES FOR THE EDUCATION MAJOR PhD – SPECIAL EDUCATION, DEAF EDUCATION, AND INTERPRETER EDUCATION CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=8984&returnto=2517

In the 2017-2018 Graduate Catalog, revise the requirements and footnotes for the Education Major, PhD – Special Education, Deaf Education, and Interpreter Education Concentration as follows:

FROM:

Education Major, PhD

Students in the PhD concentrations share a common set of course requirements with graduate credit hours required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements.

	Credit Hours
¹ Research Area	15
² Core Requirements	8
Concentration/Specialization	15
Cognate	6
Dissertation	24

¹ Must include TPTE 640 (3) or ELPS 615 (3).

² Seminar in primary concentration (3); TPTE 604, TPTE 605, TPTE 617.

Note: Please contact the academic department for additional information on course requirements in each of these areas.

TO:

Education Major, PhD

Students in the PhD concentrations share a common set of course requirements with graduate credit hours required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements.

	Credit Hours
¹ Research Area	15
² Core Requirements	12
Concentration/Specialization	15
Cognate	6
Dissertation	24

¹ Must include TPTE 640 (3)

² Seminar in each of the three department primary concentrations (TPTE 617, REED 602, SPED/EDDE 601, or other course from each of the three departmental PhD concentrations as approved by doctoral committee) (9); TPTE 604 (1), TPTE 605 (1), TPTE 612 (minimum of 1).

Note: Please contact the academic department for additional information on course requirements in each of these areas.

SUPPORTING INFORMATION

Rationale: ELPS 615 was added when Educational Administration was a part of TPTE. Now that Educational Administration is housed in a separate department (ELPS), it is no longer appropriate to allow this course to serve as the single commonly required research course for TPTE. TPTE doctoral students have not used ELPS 615 to meet this requirement for several years, so this deletion is needed for accuracy. Currently the TPTE doctoral program of study is 4 hours short of the Graduate School requirements so we have changed the core requirements and footnote 2. These changes/additions will meet the minimum credit hour requirements and will result in a stronger, better defined PhD in Education Curriculum. TPTE doctoral students (across all three concentrations) will each take one course from each concentration.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: these changes were based on the recommendations of our Academic Program Review and responses from our doctoral student surveys.

Approved

ITEM 15: REVISE REQUIREMENTS AND FOOTNOTES AND ADD DESCRIPTION FOR THE EDUCATION MAJOR PhD – TEACHER EDUCATION CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=8985&returnto=2517

In the 2017-2018 Graduate Catalog, revise the requirements and footnotes for the Education Major, PhD – Teacher Education Concentration as follows:

FROM:

Education Major, PhD

Students in the PhD concentrations share a common set of course requirements with graduate credit hours required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements.

	Credit Hours
¹ Research Area	15
² Core Requirements	8

Concentration/Specialization	15
Cognate	6
Dissertation	24

¹ Must include TPTE 640 (3) or ELPS 615 (3).

² Seminar in primary concentration (3); TPTE 604, TPTE 605, TPTE 617.

Note: Please contact the academic department for additional information on course requirements in each of these areas.

TO:

Education Major, PhD

Teacher Education concentration offers specializations in Cultural Studies in Educational Foundations, Elementary Education, English Education, Mathematics Education, Science Education, and Social Science Education.

Students in the PhD concentrations share a common set of course requirements with graduate credit hours required as shown below. Doctoral committees may require students to take additional hours to fulfill degree requirements.

	Credit Hours
¹ Research Area	15
² Core Requirements	<u>12</u>
Concentration/Specialization	15
Cognate	6
Dissertation	24

¹ Must include TPTE 640 (3)

² Seminar in each of the three department primary concentrations (TPTE 617, REED 602, SPED/EDDE 601, or other course from each of the three departmental PhD concentrations as approved by doctoral committee) (9); TPTE 604 (1), TPTE 605 (1), TPTE 612 (minimum of 1).

Note: Please contact the academic department for additional information on course requirements in each of these areas.

SUPPORTING INFORMATION

Rationale: ELPS 615 was added when Educational Administration was a part of TPTE. Now that Educational Administration is housed in a separate department (ELPS), it is no longer appropriate to allow this course to serve as the single commonly required research course for TPTE. TPTE doctoral students have not used ELPS 615 to meet this requirement for several years, so this deletion is needed for accuracy. Currently the TPTE doctoral program of study is 4 hours short of the Graduate School requirements so we have changed the core requirements and footnote 2. These changes/additions will meet the minimum credit hour requirements and will result in a stronger, better defined PhD in Education Curriculum. TPTE doctoral students (across all three concentrations) will each take one course from each concentration.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: these changes were based on the recommendations of our Academic Program Review and responses from our doctoral student surveys.

Approved

ITEM 16: REVISE REQUIREMENTS FOR TEACHER EDUCATION MAJOR, MS, LICENSURE TRACK 2, WORLD LANGUAGE CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9119&returnto=2517

In the 2017-2018 Graduate Catalog, revise the requirements for the Teacher Education Major, MS, Licensure Track 2, World Language concentration as follows:

FROM:

World Language Education concentration
 TPTE 517; ETEC 586 or ETEC 587 (or approved educational technology course); approved graduate class in the World Language;
 TPTE 593 or TPTE 595 (Teaching World Languages, PreK-5).

TO:

World Language Education concentration
TPTE 517; ETEC 586 or ETEC 587 (or approved educational technology course); approved graduate class in the World Language;
WLEL 455; WLEL 445 (Teaching World Languages, PreK-5).

SUPPORTING INFORMATION

Rationale: The WL licensure concentration has recently changed from a 7-12 license to a PreK-12 license in order to accommodate the recent change in Tennessee licensure for world languages. Adding an additional World Language methods class (WLEL 445, Teaching WL, PreK-5) will address this state licensure change. Additionally, WLEL 455, Teaching World Languages, was inadvertently left off in the Track 2 in WLED concentration in last year's catalog change. Therefore, it needs to be put back in the catalog.

Impact on other units: none.

Financial impact: none.

Learner outcomes supported by this change: no learner outcomes are affected by this change.

Support for this change from assessment activities: no assessment activities conducted.

Approved

ITEM 17: REVISE TEACHER EDUCATION MAJOR, MS, NON-LICENSURE TRACK 1 DESCRIPTION

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9119&returnto=2517

In the 2017-2018 Graduate Catalog, revise the Teacher Education Major, MS, Non-Licensure Track 1 description as follows:

FROM:

Non-Licensure Track 1

Non-Licensure Track 1 concentrations are art education; education of the deaf and hard of hearing; elementary education; English education; literacy education; mathematics education; science education; science education (informal education); science, technology, engineering, and mathematics; social science education; special education; teaching and learning and world language/ESL education.

TO:

Non-Licensure Track 1

Non-Licensure Track 1 concentrations are art education; cultural studies of educational foundations; education of the deaf and hard of hearing; elementary education; English education; literacy education; mathematics education; science education; science education (informal education); science, technology, engineering, and mathematics; social science education; special education; teaching and learning and world language/ESL education.

SUPPORTING INFORMATION

Rationale: The Cultural Studies courses and programs are moving to TPTE from EPC because the content is a better fit with TPTE's goals and mission.

Impact on other units: TPTE will gain several courses, a concentration in its Track 1 Master's in Teacher Education program, a specialization in its PhD in Education major, Teacher Education concentration program, and it will house the CSE graduate certificate. EPC will no longer offer the CSE programs and courses. Students currently admitted to the Education major, LEEDS concentration with a Cultural Studies in Education focus will be allowed to complete their programs of study.

Financial impact: No negative financial impact is anticipated. The two faculty with CSE affiliation will move to TPTE. Three graduate assistant positions will move to TPTE; these positions are filled by doctoral students studying CSE and they teach undergraduate CSE courses. Neither EPC nor TPTE will be negatively financially impacted by the move.

Learner outcomes supported by this change: No learner outcomes are affected by this change.

Support for this change from assessment activities: no assessment activities were conducted.

Approved

ITEM 18: REVISE TEACHER EDUCATION MAJOR, MS, NON-LICENSURE TRACK 1 TO ADD CULTURAL STUDIES OF EDUCATIONAL FOUNDATIONS CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9119&returnto=2517

In the 2017-2018 Graduate Catalog, revise the Teacher Education Major, MS, Non-Licensure Track 1 to add Cultural Studies of Educational Foundations concentration as follows:

Education Major, MS – Cultural Studies of Educational Foundations Concentration

The concentration's intellectual identity emerges from a post-disciplinary orientation which includes coursework and research across the traditions of anthropology, history, philosophy, psychology, sociology, and women's studies. Academically based community service, community based participatory research, and philosophical, ethnographic, and feminist inquiry in the program coursework address fundamental issues in education and relations of power.

Requirements	Hours	Credit
¹ Concentration		15
² Specialization choose one		9
³ Research		6
⁴ Thesis or Problems in Lieu of Thesis		6
	Total	36

¹ CSE 591, CSE 592. Select two from CSE 504, CSE 511, CSE 539, CSE 545, CSE 549, CSE 550 OR CSE 639.

² Students can design their own specialization area such as gender studies in education; multicultural education; rural education; or religion, ethics and morality.

³ Select two courses from CSE 526, EDPY 559, EDPY 506, EDPY 682, or advisor approved substitute.

⁴ CSE 500 or CSE 503.

NOTE: To meet program requirements, students must select courses in consultation with a program advisor. Program totals are minimums and some students may be required to complete additional coursework to overcome background deficiencies.

SUPPORTING INFORMATION

Rationale: The Cultural Studies courses and programs are moving to TPTE from EPC because the content is a better fit with TPTE's goals and mission.

Impact on other units: TPTE will gain several courses, a concentration in its Track 1 Master's in Teacher Education program, a specialization in its PhD in Education major, Teacher Education concentration program, and it will house the CSE graduate certificate. EPC will no longer offer the CSE programs and courses. Students currently admitted to the Education major, LEEDS concentration with a Cultural Studies in Education focus will be allowed to complete their programs of study.

Financial impact: No negative financial impact is anticipated. The two faculty with CSE affiliation will move to TPTE. Three graduate assistant positions will move to TPTE; these positions are filled by doctoral students studying CSE and they teach undergraduate CSE courses. Neither EPC nor TPTE will be negatively financially impacted by the move.

Learner outcomes supported by this change: No learner outcomes are affected by this change.

Support for this change from assessment activities: no assessment activities were conducted.

Approved

ITEM 19: REVISE THEORY & PRACTICE IN TEACHER EDUCATION PROGRAMS TO ADD CULTURAL STUDIES IN EDUCATION GRADUATE CERTIFICATE

In the 2017-2018 Graduate Catalog, revise Theory & Practice in Teacher Education Programs to add Cultural Studies in Education Graduate Certificate as follows:

Cultural Studies in Education Graduate Certificate

The 15-hour graduate certificate in cultural studies in education is intended for currently admitted graduate students seeking to develop skills necessary when working with diverse populations, especially targeted, minority populations. Students currently enrolled in many of the graduate programs on our campus are seeking to understand their different fields of study through a cultural studies lens. A certificate in cultural studies in education will offer students a way to bundle the courses they are already taking so that they can present to future employers their skills in a way that is easily recognized. This certificate will also further prepare students to be able to apply a cultural studies focus to the work they do in their various fields of study. Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal degree and be admitted to the graduate school in the certificate. All 15 hours of coursework must be completed at the University of Tennessee within five years of applying for a certificate. A 3.5 GPA must be earned in all certificate courses. All courses must be selected from the list below.

Requirements

- CSE 591.
- At least one of the following: CSE 550 or CSE 592.
- At least two of the following: CSE 539, CSE 545, CSE 548, CSE 549, CSE 607, CSE 609, CSE 639, EDPY 573, RHCO 538, SPST 515, SPST 542, SPST 543, TPTE 517.
- An additional 3-hour course can be taken from the above list.

SUPPORTING INFORMATION

Rationale: The Cultural Studies courses and programs are moving to TPTE from EPC because the content is a better fit with TPTE's goals and mission.

Impact on other units: TPTE will gain several courses, a concentration in its Track 1 Master's in Teacher Education program, a specialization in its PhD in Education major, Teacher Education concentration program, and it will house the CSE graduate certificate. EPC will no longer offer the CSE programs and courses. Students currently admitted to the Education major, LEEDS concentration with a Cultural Studies in Education focus will be allowed to complete their programs of study.

Financial impact: No negative financial impact is anticipated. The two faculty with CSE affiliation will move to TPTE. Three graduate assistant positions will move to TPTE; these positions are filled by doctoral students studying CSE and they teach undergraduate CSE courses. Neither EPC nor TPTE will be negatively financially impacted by the move.

Learner outcomes supported by this change: No learner outcomes are affected by this change.

Support for this change from assessment activities: no assessment activities were conducted.

Approved

ITEM 20: REVISE THE MAJORS LIST FOR THE DEPARTMENT OF THEORY & PRACTICE IN TEACHER EDUCATION

URL: http://catalog.utk.edu/preview_entity.php?catoid=21&ent_oid=2215&returnto=2517

In the 2017-2018 Graduate Catalog, on the information page for the Department of Theory & Practice in Teacher Education, revise the majors list as follows:

FROM:

MAJORS	DEGREES
Education	PhD
Literacy studies concentration (specializations in children's and young adult literature, ESL, and literacy education)	
Special education, deaf education, and interpreter education concentration	
Teacher education concentration (specializations in early childhood education, elementary education, English education, mathematics education, science education, and social science education)	
Teacher Education	MS
Non-Licensure Track 1 (does not result in a teaching license)	
Art education concentration	
Education of the deaf and hard of hearing concentration	
Elementary education concentration	
English education concentration	
Literacy education concentration	
Mathematics education concentration	
Science education concentration	
Science education (informal education) concentration	
Science, technology, engineering, and mathematics concentration	
Social science education concentration	
Special education concentration	
Teaching and learning concentration	
World Language/ESL education concentration	
Licensure Track 2 (for individuals seeking an initial teaching license)	
Art education concentration	
Education of the deaf and hard of hearing concentration	
Elementary teaching concentration	
English as a second language education concentration	
Mathematics grades 6-8 teaching concentration	
Secondary teaching concentration	
Science grades 6-8 teaching concentration	
Special education concentration	
World language education concentration	
Teacher Education	EdS

Educational technology concentration
 Elementary education concentration
 English education concentration
 Literacy education concentration
 Mathematics education concentration
 Science education concentration
 Social science education concentration
 Special education concentration
 Teaching and learning concentration
 World language/ESL education concentration

Graduate Certificate Program
 Urban Education Graduate Certificate

TO:

MAJORS	DEGREES
Education	PhD
Literacy studies concentration (specializations in children's and young adult literature, ESL, and literacy education)	
Special education, deaf education, and interpreter education concentration	
Teacher education concentration (specializations in <u>cultural studies of educational foundations</u> , early childhood education, elementary education, English education, mathematics education, science education, and social science education)	

Teacher Education	MS
Non-Licensure Track 1 (does not result in a teaching license)	
Art education concentration	
<u>Cultural studies of educational foundations concentration</u>	
Education of the deaf and hard of hearing concentration	
Elementary education concentration	
English education concentration	
Literacy education concentration	
Mathematics education concentration	
Science education concentration	
Science education (informal education) concentration	
Science, technology, engineering, and mathematics concentration	
Social science education concentration	
Special education concentration	
Teaching and learning concentration	
World Language/ESL education concentration	

Licensure Track 2 (for individuals seeking an initial teaching license)

Art education concentration
 Education of the deaf and hard of hearing concentration
 Elementary teaching concentration
 English as a second language education concentration
 Mathematics grades 6-8 teaching concentration
 Secondary teaching concentration
 Science grades 6-8 teaching concentration
 Special education concentration
 World language education concentration

Teacher Education	EdS
Educational technology concentration	
Elementary education concentration	
English education concentration	
Literacy education concentration	
Mathematics education concentration	
Science education concentration	
Social science education concentration	
Special education concentration	
Teaching and learning concentration	
World language/ESL education concentration	

Graduate Certificate Program
 Urban Education Graduate Certificate
Cultural Studies in Education Graduate Certificate

SUPPORTING INFORMATION

Rationale: The Cultural Studies courses and programs are moving to TPTE from EPC because the content is a better fit with TPTE's goals and mission.

Impact on other units: TPTE will gain several courses, a concentration in its Track 1 Master's in Teacher Education program, a specialization in its PhD in Education major, Teacher Education concentration program, and it will house the CSE graduate certificate. EPC will no longer offer the CSE programs and courses. Students currently admitted to the Education major, LEEDS concentration with a Cultural Studies in Education focus will be allowed to complete their programs of study.

Financial impact: No negative financial impact is anticipated. The two faculty with CSE affiliation will move to TPTE. Three graduate assistant positions will move to TPTE; these positions are filled by doctoral students studying CSE and they teach undergraduate CSE courses. Neither EPC nor TPTE will be negatively financially impacted by the move.

Learner outcomes supported by this change: No learner outcomes are affected by this change.

Support for this change from assessment activities: no assessment activities were conducted.

Approved

ITEM 21: REVISE THE EDUCATION MAJOR DESCRIPTION ON THE INFORMATION PAGE FOR THEORY & PRACTICE IN TEACHER EDUCATION

URL: http://catalog.utk.edu/preview_entity.php?catoid=21&ent_oid=2215&returnto=251

In the 2017-2018 Graduate Catalog, on the department information page, revise the Education Major description as follows:

FROM:

EDUCATION MAJOR

Faculty from the department participate in the delivery of the PhD with a major in education. Concentrations and specializations are available in literacy studies concentration (specialization in children's and young adult literature, ESL or literacy education); special education, deaf education, and interpreter education concentrations; and teacher education concentration (specializations in early childhood education, elementary education, English education, mathematics education, science education, or social science education).

TO:

EDUCATION MAJOR

Faculty from the department participate in the delivery of the PhD with a major in education. Concentrations and specializations are available in literacy studies concentration (specialization in children's and young adult literature, ESL or literacy education); special education, deaf education, and interpreter education concentrations; and teacher education concentration (specializations in cultural studies of educational foundations, early childhood education, elementary education, English education, mathematics education, science education, or social science education).

SUPPORTING INFORMATION

Rationale: The Cultural Studies courses and programs are moving to TPTE from EPC because the content is a better fit with TPTE's goals and mission.

Impact on other units: TPTE will gain several courses, a concentration in its Track 1 Master's in Teacher Education program, a specialization in its PhD in Education major, Teacher Education concentration program, and it will house the CSE graduate certificate. EPC will no longer offer the CSE programs and courses. Students currently admitted to the Education major, LEEDS concentration with a Cultural Studies in Education focus will be allowed to complete their programs of study.

Financial impact: No negative financial impact is anticipated. The two faculty with CSE affiliation will move to TPTE. Three graduate assistant positions will move to TPTE; these positions are filled by doctoral students studying CSE and they teach undergraduate CSE courses. Neither EPC nor TPTE will be negatively financially impacted by the move.

Learner outcomes supported by this change: No learner outcomes are affected by this change.

Support for this change from assessment activities: no assessment activities were conducted.

Approved

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

(KNS) KINESIOLOGY

- KNS MS #1: Students will demonstrate an understanding of key disciplinary knowledge.
KNS MS #2: Students will demonstrate the capability to communicate information effectively using disciplinary-appropriate mechanisms.
PhD #1: Students will demonstrate the ability to conduct and disseminate research.
PhD #2: Students will demonstrate mastery of discipline-specific knowledge.
PhD #3: Students will demonstrate teaching proficiency.

(RSM) RECREATION & SPORT MANAGEMENT

- RSM MS #1: Students will apply sport management and therapeutic recreation principles in professional settings.
RSM MS #2: Students will demonstrate an understanding of the foundational knowledge and skills needed in the sport management and therapeutic recreation fields.
RSM MS #3: Students will be able to conduct research and understand its importance in the decision-making process.
PhD #1: Students will demonstrate the ability to conduct and disseminate research.
PhD #2: Students will demonstrate mastery of discipline-specific knowledge.
PhD #3: Students will demonstrate teaching proficiency.

I. COURSE CHANGES

(KNS) KINESIOLOGY

ITEM 1: REMOVE PRIMARY CROSS-LISTING

† KNS 508 Research Methods (3)

Formerly:

508 Research Methods (3)

Cross-listed: (Same as Recreation and Sport Management 508.)

SUPPORTING INFORMATION

Rationale: The research approach in Recreation and Sport Management is social-science based. The research approach in Kinesiology is laboratory based. The curriculum and teaching approach in the classes are not the same thus the cross-listing needs to be removed.

Impact on other units: Yes, the proposed change require courses offered by other programs, RSM 508 has a cross-listing of KNS 508.

Financial impact: none.

Support from assessment activities: Faculty review of the curriculum.

Approved

ITEM 2: REMOVE SECONDARY CROSS LISTING

† KNS 543 Women, Sport and Culture (3)

Formerly:

KNS 543 Women, Sport and Culture (3)

Cross-listed: (See Sport Studies 543).

SUPPORTING INFORMATION

Rationale: Women's Studies asked for the cross-listing to be removed as they are dropping all graduate courses.

Impact on other units: The request was initiated by Women's Studies.

Financial impact: None.

Support from assessment activities Women's Studies is dropping all graduate classes so the remove of this cross-listing is needed because of that decision.

Approved

(RSM) RECREATION & SPORT MANAGEMENT

ITEM 3: ADD

RSM 594 Therapeutic Recreation Practicum (3)

Supervised part-time experience (minimum of 120 clock hours) at an approved site.

Repeatability: May be repeated. Maximum 9 hours.

Registration Restriction(s): Therapeutic Recreation major.

SUPPORTING INFORMATION

Rationale: Course content of RSM 554 has changed and no longer meets the educational needs of our students. Student will now be responsible for completing a Practicum in the schools setting which affords our student practical hands on experience prior to their final internship.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: Faculty review of the curriculum and recommendations from the Academic Program Review.

RSM 596 Therapeutic Recreation Internship (6)

Full-time ~~supervises~~ work experience at an approved site supervised by a CTRS (Certified Therapeutic Recreation Specialist).

Emphasis on all the NCTRC Job Tasks.

Registration Restriction(s): Recreation and Sport Management major with a Therapeutic Recreation concentration.

Comment(s): Therapeutic Recreation site must meet ~~the National Council for Therapeutic Recreation Certification (NCTC)~~

standards. Students must have a minimum of required GPA of 3.0 for enrollment in this course. Agency affiliation agreements must be submitted four months prior to the first day of the semester student is enrolled in internship. Affiliation agreement should be approved by legal counsel for UTK and Agency two months prior to the first day of the semester student is enrolled in internship.

SUPPORTING INFORMATION

Rationale: Curricular revision needed to differentiate between Sport Management and Therapeutic Recreation field placements.

Impact on other units: None.

Financial impact: None.

Support from assessment activities: 90% of the Therapeutic Recreation Concentration students will receive an overall evaluation of 4.0- 5.0 on their final evaluation of all student learning outcomes. 2016 RSM Program accreditation evaluation by COAPRT found there needed to ~~be~~ differentiation between Sport Management and Therapeutic Recreation field placements requirements/supervision.

Approved with noted revisions

ITEM 4: DROP

RSM 520 Program Design and Evaluation in Therapeutic Recreation (3)

SUPPORTING INFORMATION

Rationale: The material covered in RSM 520 closely mirrors that of the material covered in RSM 420. By dropping RSM 520 and having students take RSM 420 as supplemental course work would reduce the redundancy in course offerings and be a better use of our resources. ~~Typically, supplemental courses for students without a TR undergraduate degree include RSM 430. Since RSM 511 is the graduate version of the material covered in RSM 430, students are currently advised to take RSM 511 instead of RSM 430 as an elective to better meet their advanced learning needs and to eliminate additional strain on the high demand undergraduate course (RSM 430). Having students take RSM 511 as a required course more accurately reflects what is currently in practice.~~

Impact on other units: none.

Financial impact: none.

Support from assessment activities: Faculty review of the curriculum and recommendations from the Academic Program Review.

Approved with noted revisions – 11/16/16

ITEM 5: REVISE TITLE

RSM 590 Sport Management Practicum (3)

Formerly:
590 Practicum (3)

SUPPORTING INFORMATION

Rationale: The Sport Management and Therapeutic Recreation graduate practicums are becoming two separate classes. The title change reflects this course as specific to Sport Management. A separate Therapeutic Recreation Practicum (RSM 594) has been added.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: Faculty review of the curriculum and feedback from accreditation process.

Approved

ITEM 6: REVISE DESCRIPTION

RSM 501 Project (3)

Culminating experience under the supervision of a faculty member.

Formerly:
Research study under the supervision of a faculty member.

SUPPORTING INFORMATION

Rationale: Changing Research to Culminating Experience provides more flexibility for options for students complete their final project.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: Curriculum review by the faculty and recommendations from academic program review.

Approved – 11/16/16

ITEM 7: REVISE DESCRIPTION, REMOVE SECONDARY CROSS-LISTING

† RSM 508 Research Methods (3)

Research for writing of thesis and institutional review board proposals; presentation of research through free communications and poster presentations; calculation and interpretation of statistics related to common research designs used in research; and use of computer software.

Formerly:
508 Research Methods (3) Cross-listed: (See Kinesiology 508).

SUPPORTING INFORMATION

Rationale: The research approach in Recreation and Sport Management is social-science based. The research approach in Kinesiology is laboratory based. The curriculum and teaching approach in the classes are not the same thus the cross-listing needs to be removed.

Impact on other units: Yes, the proposed change require courses offered by other programs, KNS 508 has a cross-listing of RSM 508.

Financial impact: none.

Support from assessment activities: No assessment activities were conducted.

Approved

ITEM 8: REVISE TITLE, DESCRIPTION, REPEATABILITY

RSM 554 Environmental Sustainability in Sport (3)

This course provides a holistic examination of the relationships between sport organization operations and the natural environment. Sport, in its participative and experiential forms, works with and within, the natural environment. The physical environmental footprint made by sport-related activities demands attention as with any other form of human activity. The social and cultural position of sport makes it an important example of natural environment responsibilities. Sport is a platform for bringing education and behavioral change to those who participate in as well as those who support it.

Repeatability: Not repeatable

Formerly:

554 Issues and Trends in Recreation and Sport Management (3) Survey of pertinent literature in refereed and applied journals and texts.

Repeatability: May be repeated if topic differs. Maximum 9 hours.

SUPPORTING INFORMATION

Rationale: Due to current and important trends in the sport industry related to environmental sustainability, the course content needs to be modified to address these trends and prepare our students to be better leaders in the industry. The course description will be changed.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: List of student learning outcomes for the course:

Articulate key issues facing sport organizations related to the natural environment.

Demonstrate mastery of key terminology related to the natural environment.

Articulate the linkages between each facet of a sport organization's operations and the natural environment.

Demonstrate critical analysis of situations related to the natural environment and sport organization operations.

Demonstrate critical analysis of issues related to the natural environment.

Propose viable strategies to solve environmental issues facing a sport organization.

Articulate a personal perspective of the relationship between sport and the natural environment.

Assessment activities support the need for this change because we need to better educate and prepare our students for a career in an industry that is increasingly emphasizing sustainability.

Approved – 11/16/16

(SPST) Sport Studies

ITEM 9: REMOVE CROSS LISTING

† SPST 543 Women, Sport, and Culture (3)

Cross-listed: (Same as Kinesiology 543)

Formerly:

SPST 543 Women, Sport, and Culture (3)

Cross-listed: (Same as Kinesiology 543 and Women's Studies 543.)

SUPPORTING INFORMATION

Rationale: Women's Studies asked for the cross-listing to be removed as they are dropping all graduate courses.

Impact on other units: The request was initiated by Women's Studies.

Financial impact: None.

Support from assessment activities: No assessment activities were conducted.

Approved

II. PROGRAM CHANGES

(KNS) KINESIOLOGY

ITEM 10: REVISE RECOMMENDED ELECTIVES FOR THE KINESIOLOGY MAJOR, MS

In the 2017-2018 Graduate Catalog, revise the Exercise Physiology Concentration recommended electives for the MS in Kinesiology major as follows:

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9030

FROM:

Recommended Electives:

KNS 500 - Thesis (6 hours)**
KNS 501 - Special Project
KNS 513 - Biomechanics of Musculoskeletal Injury
KNS 515 - Qualitative Biomechanical Analysis of Movement
KNS 521 - Physical Activity Epidemiology Methods
KNS 531 - Biomechanics
KNS 533 - Psychology of Sport or STAT 531
KNS 535 - Health and Exercise Psychology
KNS 543 - Women, Sport and Culture
KNS 569 - Clinical Exercise Physiology *
KNS 570 - Cardiac Rehabilitation Practicum *
KNS 593 - Independent Study
KNS 622 - Directed Independent Research
KNS 624 - Advanced Topics in Obesity
KNS 664 - Research Participation in Kinesiology
KNS 693 - Independent Study
NURS 505 - Advanced Clinical Pharmacology *
SOWK 605 - Analysis of Social Work Data I
SOWK 606 - Analysis of Social Work Data II
STAT 531 - Survey of Statistical Methods I
STAT 532 - Survey of Statistical Methods II

TO:

Recommended Electives:

KNS 500 - Thesis (6 hours)**
KNS 501 - Special Project
KNS 513 - Biomechanics of Musculoskeletal Injury
KNS 515 - Qualitative Biomechanical Analysis of Movement
KNS 521 - Physical Activity Epidemiology Methods
KNS 531 - Biomechanics
KNS 533 - Psychology of Sport
KNS 535 - Health and Exercise Psychology
KNS 543 - Women, Sport and Culture
KNS 569 - Clinical Exercise Physiology *
KNS 570 - Cardiac Rehabilitation Practicum *
KNS 593 - Independent Study
KNS 622 - Directed Independent Research
KNS 624 - Advanced Topics in Obesity
KNS 664 - Research Participation in Kinesiology
KNS 693 - Independent Study
NURS 505 - Advanced Clinical Pharmacology *
SOWK 605 - Analysis of Social Work Data I
SOWK 606 - Analysis of Social Work Data II
STAT 531 - Survey of Statistical Methods I
STAT 532 - Survey of Statistical Methods II

SUPPORTING INFORMATION

Rationale: These changes reflect the current KNS curriculum. STAT 531 is not an acceptable substitution for KNS 533 (Psychology of Sport)

Impact on other units: None

Financial impact: None

Support from assessment activities: ~~No assessment activities were conducted.~~ Faculty review of showcase.

Approved with noted revisions– 11/16/16

(RSM) RECREATION & SPORT MANAGEMENT

ITEM 11: REVISE THE SPORT MANAGEMENT MASTER'S SHOWCASE AND THE CURRICULUM FOR THE SPORT MANAGEMENT AND THERAPEUTIC RECREATION CONCENTRATIONS FOR THE RECREATION AND SPORT MANAGEMENT MAJOR, MS

In the 2017-2018 Graduate Catalog, revise the Sport Management Master's Showcase and the curriculum for the Sport Management and Therapeutic Recreation concentrations for the MS in Recreation and Sport Management major as follows:

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9095

FROM:

Two concentrations are offered at the master's level in Recreation and Sport Management: Sport Management and Therapeutic Recreation. One of the primary features of the concentrations is an emphasis on the experiential education approach to academic preparation. Students graduating from this program will gain practical experience to accompany their academic degree. A description of each program along with application procedures for each follows.

Sport Management Concentration

The Sport Management concentration provides the opportunity for students to have a quality academic experience and to gain professional experience as they prepare for careers in the sports industry.

Application Process

A minimum overall grade point average of 3.0 on a 4.0 scale or a 3.00 GPA during the senior year of undergraduate study from an accredited university or college is required. Applicants must first be admitted to the Graduate School as a graduate student, and then be admitted to the Sport and Recreation Management Graduate Program, Sport Management Concentration.

Admission priority is given to applications completed by February 1. Application requirements to the Sport Management Graduate Program are as follows:

Submit online application to Graduate Admissions Office
Department Application Form
Transcripts
Three (3) Rating Forms
Resume
Submission of GRE scores

Sport Management Concentration (Non-Thesis Option)

	Hours	Credit
RSM 508, RSM 511, RSM 535	9	
¹ Recreation and Sport Management Electives	6	
² Sport Studies Elective or RSM 556	3	
³ Electives	12	
RSM 501 – Project	3	
Total Hours	33	

Sport Management Concentration (Thesis Option)

	Hours	Credit
RSM 508, RSM 511, RSM 535	9	
¹ Recreation and Sport Management Electives	6	
² Sport Studies Elective or RSM 556	3	
³ Electives	9	
RSM 500 – Thesis	6	
Total Hours	33	

¹RSM 510, RSM 512, RSM 515, RSM 530, RSM 540, RSM 544, RSM 550, RSM 554, RSM 555, RSM 560, RSM 570, RSM 580.

² SPST 504, SPST 507, SPST 515, SPST 542, SPST 543.

³ These courses can be taken within the department. A total of six (6) hours may be earned in RSM 590 or RSM 595 combined.

Therapeutic Recreation Concentration

The therapeutic recreation concentration prepares students for employment in management and leadership positions with agencies that deliver health care services. Students are successful in gaining employment in physical rehabilitation hospitals, children's programs, drug and alcohol rehabilitation and treatment centers, programs serving individuals with developmental disabilities, long-term care and assisted living facilities, and in community, outdoor and school-based therapeutic recreation programs. Graduates of the program fulfill the requirements for national certification by the National Council for Therapeutic Recreation Certification (NCTRC) and have been successful in completing the national exam.

Application Process

Applications are reviewed prior to beginning of the fall and spring semester. Application deadline for fall admission is August 1, and application deadline for spring admission is December 1. A minimum grade point average of 3.00 on a 4.00 scale or a 3.00 GPA during the senior year from an accredited university or college is required. Applicants must first be admitted to the Graduate School as a graduate student, and then be admitted to the Recreation and Sport Management Graduate Program, Therapeutic Recreation concentration.

Application requirements to Therapeutic Recreation Graduate Program are as follows:

Submit online application to Graduate Admissions Office
Department Application Form
Transcripts
Three (3) Rating Forms
Resume

Professional Certification

Students enrolled in the Therapeutic Recreation concentration are urged to prepare for and take the professional certification examination offered by The National Council for Therapeutic Recreation. Many public, quasi-public and nonprofit employers are mandating professional certification as a condition of employment. Courses in the degree program prepare the student to do so. The primary purpose of certification is to ensure that personnel employed in therapeutic recreation meet high standards of performance.

Therapeutic Recreation Concentration (Non-Thesis Option)

	Hours Credit
RSM 515, RSM 520, RSM 521, RSM 522, RSM 525, RSM 554	18
¹ RSM 595	6
RSM 508	3
Statistics	3
Electives	6
Total Hours	36

¹Must meet national certification requirements.

Therapeutic Recreation Concentration (Thesis Option)

	Hours Credit
RSM 515, RSM 520, RSM 521, RSM 522, RSM 525, RSM 554	18
¹ RSM 595	6
RSM 508	3
Thesis	6
Statistics	3
Total Hours	36

¹Must meet national certification requirements.

TO:

Two concentrations are offered at the master's level in Recreation and Sport Management: Sport Management and Therapeutic Recreation. One of the primary features of the concentrations is an emphasis on the experiential education approach to academic preparation. Students graduating from this program will gain practical experience to accompany their academic degree. A description of each program along with application procedures for each, as follows.

Sport Management Concentration

The Sport Management concentration provides the opportunity for students to have a quality academic experience and to gain professional experience as they prepare for careers in the sports industry.

Application Process

A minimum overall grade point average of 3.0 on a 4.0 scale or a 3.00 GPA during the senior year of undergraduate study from an accredited university or college is required. Applicants must first be admitted to the Graduate School as a graduate student, and then be admitted to the Sport and Recreation Management Graduate Program, Sport Management Concentration.

Admission priority is given to applications completed by February 1. Application requirements to the Sport Management Graduate Program are as follows:

Submit online application to Graduate Admissions Office
Department Application Form
Transcripts
Three (3) Rating Forms
Resume
Submission of GRE scores

Sport Management Concentration (Non-Thesis Option)

	Hours	Credit
RSM 508, RSM 511, RSM 535	9	
¹ Recreation and Sport Management Electives	<u>12</u>	
² Sport Studies Elective or RSM 556	3	
³ Electives	<u>9</u>	
RSM 501 – Project	3	
Total Hours	36	

Sport Management Concentration (Thesis Option)

	Hours	Credit
RSM 508, RSM 511, RSM 535	9	
¹ Recreation and Sport Management Electives	<u>12</u>	
² Sport Studies Elective or RSM 556	3	
³ Electives	<u>6</u>	
RSM 500 – Thesis	6	
Total Hours	36	

¹RSM 510, RSM 512, RSM 515, RSM 530, RSM 540, RSM 544, RSM 550, RSM 554, RSM 555, RSM 560, RSM 570, RSM 580.

² SPST 504, SPST 507, SPST 515, SPST 542, SPST 543.

³ These courses can be taken within the department. A total of three (3) hours may be earned in RSM 590 and six (6) hours RSM 595 combined. Students cannot earn hours toward graduation in both.

Therapeutic Recreation Concentration

The therapeutic recreation concentration prepares students for employment in management and leadership positions with agencies that deliver health care services. Students are successful in gaining employment in physical rehabilitation hospitals, children's programs, drug and alcohol rehabilitation and treatment centers, programs serving individuals with developmental disabilities, long-term care and assisted living facilities, and in community, outdoor and school-based therapeutic recreation programs. Graduates of the program fulfill the requirements for national certification by the National Council for Therapeutic Recreation Certification (NCTRC) and have been successful in completing the national exam.

Application Process

Applications are reviewed prior to beginning of the fall semester. Application deadline for fall admission is August 1. A minimum grade point average of 3.00 on a 4.00 scale or a 3.00 GPA during the senior year from an accredited university or college is required. Applicants must first be admitted to the Graduate School as a graduate student, and then be admitted to the Recreation and Sport Management Graduate Program, Therapeutic Recreation concentration.

Application requirements to Therapeutic Recreation Graduate Program are as follows:

Submit online application to Graduate Admissions Office
Department Application Form
Transcripts
Three (3) Rating Forms
Resume

Professional Certification

Students enrolled in the Therapeutic Recreation concentration are urged to prepare for and take the professional certification examination offered by The National Council for Therapeutic Recreation. Many public, quasi-public and nonprofit employers are mandating professional certification as a condition of employment. Courses in the degree program prepare the student to do so. The primary purpose of certification is to ensure that personnel employed in therapeutic recreation meet high standards of performance.

Therapeutic Recreation Concentration (Non-Thesis Option)

	Hours	Credit
RSM 511, RSM 515, RSM 521, RSM 522, RSM 525, <u>RSM 594</u>	18	
¹ <u>RSM 596</u>	6	
RSM 508	3	
Statistics	3	
Electives	6	
Total Hours	36	

¹Must meet national certification requirements.

Therapeutic Recreation Concentration (Thesis Option)

	Hours	Credit
RSM 511, RSM 515, RSM 521, RSM 522, RSM 525, <u>RSM 594</u>	18	
¹ <u>RSM 596</u>	6	
RSM 508	3	
Thesis	6	
Statistics	3	
Total Hours	36	

¹Must meet national certification requirements.

SUPPORTING INFORMATION

Rationale: (1) The change in the curriculum requirements for the Sport Management Master's is a result of the recently completed Academic Program Review and preparation for the accreditation for the Commission on Sport Management Accreditation. The changes will bring the total number of hours required for graduation to 36 and also put more emphasis on classes in the RSM curriculum.

(2) RSM 554 was replaced with RSM 594 in the Therapeutic Recreation Concentration curriculum because the course content of RSM 554 has changed and no longer meets the educational needs of our students. Student will now be responsible for completing a Practicum in the schools setting which affords our student practical hands on experience prior to their final internship.

(3) RSM 520 was replaced with RSM 511 in the Therapeutic Recreation Concentration curriculum. ~~because the material covered in RSM 520 closely mirrors that of the material covered in RSM 420. By dropping RSM 520 and having students take RSM 420 as supplemental course work would reduce the redundancy in course offerings and be better use of our resources. Typically, supplemental courses for students without a TR undergraduate degree include RSM 430. Since RSM 511 is the graduate version of the material covered in RSM 430, students are currently advised to take RSM 511 instead of RSM 430 as an elective to better meet their advanced learning needs and to eliminate additional strain on the high demand undergraduate course (RSM 430).~~ Having students take RSM 511 as a required course more accurately reflects what is currently in practice.

Impact on other units: none.

Financial impact: none.

Support from assessment activities: ~~No assessment activities were conducted.~~ Academic program review of curriculum.

Approved with noted revisions – 11/16/16

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF PUBLIC HEALTH
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

Learning objectives for the DrPH Program

Students completing the DrPH program should be able to:

1. Demonstrate a high level of thinking and practice skill in recognizing, defining, and addressing public health problems and needs;
2. Demonstrate competence in the five core areas of public health: biostatistics; epidemiology; environmental health; health planning, policy, and administration; and social and behavioral sciences;
3. Demonstrate professionalism, advocacy, leadership, ethical principles, and scientific integrity in advanced public health practice;
4. Provide collaborative leadership in the development of public health practice models for diverse populations.

Learning objectives for the MPH Program

1. Students will demonstrate readiness for professional practice in health-related settings.
2. Students will demonstrate critical thinking & problem-solving abilities reflecting the integration of public health competencies.
3. Students will develop effective presentation skills.
4. Students will appraise mastery of 12 core public health competencies.

I. COURSE CHANGES

(PUBH) PUBLIC HEALTH

ITEM 1: REVISE REGISTRATION RESTRICTION(S)

PUBH 525 Financial Management of Health Programs (3)

Registration Restriction(s): Minimum student level – graduate.

Formerly:

PUBH 525 Financial Management of Health Programs (3)

SUPPORTING INFORMATION

Rationale: Revised course description to include restriction that limits registration to graduate level students.

Impact on other units: None. This change prevents undergraduate students from enrolling in a class that is not appropriate for their grade level.

Financial impact: None. This is just an enrollment restriction.

Student learner objectives impacted: None. This is just an enrollment restriction to prevent undergraduate students from enrolling in a class that is not appropriate for their grade level.

Support from assessment activities: ~~No assessments conducted.~~ Periodic curricular review by the faculty.

Approved with noted revisions – 11/16/16

ITEM 2: REVISE (RE) PREREQUISITE(S)

PUBH 636 Advanced Research Methods (3)

(RE) Prerequisite(s): Two courses from the following list: (1) PUBH530, SOWK605, or STAT537 and (2) SOWK606 or STAT538; one additional graduate level statistics course selected in consultation with faculty advisor.

Formerly:

PUBH 636 Advanced Research Methods (3)

(RE) Prerequisite(s): 536, and Statistics 531 and Statistics 532, or Statistics 537 and Statistics 538.

SUPPORTING INFORMATION

Rationale: To promote student success in PUBH636, the advanced course content requires an additional prerequisite in graduate level statistics. The third course will be selected in consultation with faculty advisors in order to ensure that the course serves as a foundational asset to PUBH636 and is also applicable to the students' academic pursuits. ~~of the student.~~

Impact on other units: Given that Public Health does not offer additional graduate level statistics courses other than PUBH530, which is already reflected in the prerequisites, other departments will receive enrollment from public health

doctoral students. To date this has not been a challenge for doctoral students or the departments offering graduate statistics courses.

Financial impact: The total number of units for the DrPH degree remains the same, therefore there is no associated student financial impact.

Student learner objectives impacted: The additional graduate statistics course should enhance the level of accomplishment for learning objectives 2, which includes competencies in the area of biostatistics.

Support from assessment activities: In a discussion group current doctoral students in Public Health expressed the desire to have more flexibility regarding electives and also emphasized the importance of statistical training. The addition of the graduate statistics prerequisite meets both of these wishes. In addition, per the Public Health bylaws, the faculty unanimously approved the adoption of this additional prerequisite.

PUBH 637 Applications in Program Evaluation (3)

(RE) Prerequisite(s): Two courses from the following list: (1) PUBH530, SOWK605, or STAT537 and (2) SOWK606 or STAT538; one graduate level statistics course selected in consultation with faculty advisor.

Formerly:

PUBH 637 Applications in Program Evaluation (3)

(RE) Prerequisite(s): 537, and Statistics 531 and Statistics 532, or Statistics 537 and Statistics 538.

SUPPORTING INFORMATION

Rationale: To promote student success in PUBH637, the advanced course content requires an additional prerequisite in graduate level statistics. The third course will be selected in consultation with faculty advisors in order to ensure that the course serves as a foundational asset to PUBH637 and is also applicable to the students' academic pursuits. ~~of the student.~~

Impact on other units: Given that Public Health does not offer additional graduate level statistics courses other than PUBH530, which is already reflected in the prerequisites, other departments will receive enrollment from public health doctoral students. To date this has not been a challenge for doctoral students or the departments offering graduate statistics courses.

Financial impact: The total number of units for the DrPH degree remains the same, therefore there is no associated student financial impact.

Student learner objectives impacted: The additional graduate statistics course should enhance the level of accomplishment for learning objectives 2, which includes competencies in the area of biostatistics.

Support from assessment activities: In a discussion group current doctoral students in Public Health expressed the desire to have more flexibility regarding electives and also emphasized the importance of statistical training. The addition of the graduate statistics prerequisite meets both of these wishes. In addition, per the Public Health bylaws, the faculty unanimously approved the adoption of this additional prerequisite.

Approved with noted revisions – 11/16/16

II. PROGRAM CHANGES

(PUBH) PUBLIC HEALTH

ITEM 3: REVISE DrPH PROGRAM DESCRIPTION TEXT, REPLACE ALL REFERENCES OF PROGRAM CONCENTRATIONS WITH COGNATES, REVISE CHART OF REQUIRED HOURS, FOOTNOTES 1-4, AND ADD NOTE

URL: http://catalog.utk.edu/preview_program.php?catoid=21&poid=9167

In the 2017-2018 Graduate Catalog, revise the description text, chart of required hours, and footnotes as follows:

FROM:

Public Health Major, Doctor of Public Health (DrPH)

The Doctor of Public Health (DrPH program) is the terminal degree in public health, designed for students who have already earned the MPH degree; however, exceptional students without the MPH may be admitted to the DrPH program. At the completion of the DrPH program, students will be able to:

- Demonstrate a high level of thinking and practice skill in recognizing, defining, and addressing public health problems and needs;
- Demonstrate competence in the five core areas of public health, biostatistics, epidemiology, environmental health, health policy and administration, and behavioral sciences / community health education;
- Demonstrate professionalism, advocacy, leadership, ethical principles, and scientific integrity in advanced public health practice;
- Provide collaborative leadership in the development of public health practice models for diverse populations.

Admission

- Meet requirements for admission to the University of Tennessee, Graduate School.
- GPA of at least 3.2 (on a 4.0 scale) on master's degree coursework, shown in official transcripts. For students without a Master's degree or coursework, a required GPA of 3.2 for the undergraduate degree.
- A minimum of 40th percentile on all sections of the Graduate Record Examination (GRE); 4.5 on the analytic portion of the GRE, and for international students a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS)
- Three letters of reference completed within the past 12 months by faculty members, academic advisors, or employers or professional colleagues. At least two letters must be from persons able to assess academic capacity.
- Ability to express complex concepts and ideas in writing as evidenced in a 600-word essay.
- Demonstrated skill in a professional, research, or academic writing sample.
- Ability to clearly articulate a defined career pathway, which incorporates practice and research experience and skills, upon interview.
- In addition, students will be selected for the program based on extent of public health practice experience, other prior work and volunteer experience, and demonstration of a commitment to public health. Students will be admitted on a space available basis. Students eligible for admission but not admitted due to space will be placed on a waiting list and will be eligible to apply for the program in subsequent years. Appropriate academic background and professional and volunteer experience, as evidenced on a curriculum vitae.
- An online application must be submitted to the Graduate Admissions Office. Admission forms are available at <http://graduateadmissions.utk.edu/apply.html> and <http://publichealth.utk.edu/prospective/apply/>.

The DrPH degree is offered in two concentrations – Community health education and Epidemiology. The concentrations and educational objectives are described below:

Community health education concentration

Addresses the role of behavioral (social and psychological) factors in disease causation, prevention, and health services, with application to public health education and promotion for the prevention of disease and injury. The objectives are to: develop, implement, and evaluate programs in health promotion and education through collaborative partnerships; establish and maintain community partnerships; apply theoretical perspectives in analyzing the behavioral, cultural and ethical dimensions of community health problems; identify and assess the determinants of community and population health, including social and behavioral factors contributing to health-related behaviors; and conduct scientific investigations.

Epidemiology concentration

Deals with methods for elucidating the causes of disease and evaluating health services, programs, and treatments. Students will be provided with the conceptual knowledge and statistical skills to study, analyze, and monitor the distribution and determinants of disease occurrence and other outcome measures in human populations. The educational objectives are to provide knowledge on methods for determining the causes of disease and for evaluating health services, programs, and treatments; develop concepts and statistical skills to conduct, study, analyze, and monitor the distribution and determinants of disease and other outcome measures; apply basic methodological skills to analyze discrete problems in health; acquire critical thinking for problem-solving and developing research protocols; and use the problem-solving approach for collection, analysis, and synthesis of data.

Requirements:

	Hours	Credit
¹ Research and Foundations	20	
² Core DrPH	33	
³ Concentration	10	
⁴ Electives	3	
Dissertation (PUBH 600)	24	
Total Hours	90	

¹ PUBH 509 (2 semesters) PUBH 510, PUBH 520, PUBH 530, PUBH 540, PUBH 555, and PUBH 537 or equivalent courses if taken outside of the University of Tennessee, approved by the Department Head.

² PUBH 550, PUBH 536, PUBH 552, PUBH 636, PUBH 609 (2 semesters), PUBH 610, PUBH 611, PUBH 613, PUBH 687 (2 semesters for a total of 9 hours), PUBH 687; STAT 531 and STAT 532 OR STAT 537 and STAT 538 OR SOWK 605 and SOWK 606.

³ Community Health Education: PUBH 527, PUBH 656, PUBH 637; Epidemiology: PUBH 541, PUBH 640, KNS 521, CEM 602.

⁴ Courses must be approved by major professor.

TO:

Public Health Major, Doctor of Public Health (DrPH)

The Doctor of Public Health (DrPH program) is the terminal degree in public health, designed for students who have already earned the MPH degree; however, exceptional students without the MPH may be admitted to the DrPH program. The DrPH is the professional doctoral degree in public health, designed to produce transformative academic and practice leaders with expertise in evidence-based public health practice and research. At the completion of the DrPH program, students will be able to:

- Apply qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues
- Influence behavior and policies by communicating public health science to diverse stakeholders
- Create, implement, and evaluate strategic plans and organizational change strategies
- Design system-level interventions that influence population health outcomes in transdisciplinary team approaches that promote health equity and disease prevention

- Integrate knowledge of cultural values and practices in the design or implementation of public health programs
- Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis
- Assess a population's knowledge and learning needs
- Deliver training or educational experiences that promote learning in academic, organizational and community settings
- Use best practice modalities in pedagogical practices

Admission

- Meet requirements for admission to the University of Tennessee, Graduate School.
- GPA of at least 3.2 (on a 4.0 scale) on master's degree coursework, shown in official transcripts. For students without a Master's degree or coursework, a required GPA of 3.2 for the undergraduate degree.
- A minimum of 40th percentile on all sections of the Graduate Record Examination (GRE); for international students, a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).
- Three letters of reference completed within the past 12 months by faculty members, academic advisors, or employers or professional colleagues. At least two letters must be from persons able to assess academic capacity.
- Ability to express complex concepts and ideas in writing as evidenced in a 600-word essay.
- Demonstrated skill in a professional, research, or academic writing sample.
- Ability to clearly articulate a defined career pathway, which incorporates practice and research experience and skills, upon interview.
- In addition, students will be selected for the program based on extent of public health practice experience, other prior work and volunteer experience, and demonstration of a commitment to public health. Students will be admitted on a space available basis. Students eligible for admission but not admitted due to space will be placed on a waiting list and will be eligible to apply for the program in subsequent years. Appropriate academic background and professional and volunteer experience, as evidenced on a curriculum vitae.
- An online application must be submitted to the Graduate Admissions Office. Admission forms are available at <http://graduateadmissions.utk.edu/apply.html> and <http://publichealth.utk.edu/prospective/apply/>.

The DrPH will allow cognates to include higher-level public health doctoral courses through Independent Study with public health faculty, but students will be guided to select cognates that will necessitate coursework from other academic units. The DrPH requires a cognate to include 9 semester hours, usually amounting to three 3-hour courses.

Requirements:	Hours Credit
¹ Foundations	20
² Core DrPH	36
³ Cognate	9
Dissertation (PUBH 600)	24
Total Hours	89

¹ PUBH 509 (2 semesters) PUBH 510, PUBH 520, PUBH 530, PUBH 537, PUBH 540, and PUBH 555 equivalent courses if taken outside of the University of Tennessee, approved by the Department Head.

² PUBH 536, PUBH 552, PUBH 609 (2 semesters), PUBH 610, PUBH 611, PUBH 613, PUBH 636, PUBH 637, PUBH 656, PUBH 687 (total of 6 hours over one or two semesters), STAT 537 and STAT 538 OR SOWK 605 and SOWK 606, and one additional graduate statistics course selected in consultation with faculty advisor.

³ Cognate courses must be approved by faculty advisor and the chair of the DrPH Committee

Note: PUBH 530 or its equivalent may serve in lieu of STAT 537 or SOWK 605. Please confer with the instructors of STAT 538 or SOWK 606.

SUPPORTING INFORMATION

Rationale: There are four main changes to the DrPH catalog description, with the rationale for each described below:

1. Learning objectives. Rationale: the new learning objectives are the revised learning objectives for the DrPH from our accrediting body, the Council on Education for Public Health.
2. Changing qualifications regarding GRE scores. Rationale: the requirement for a minimum of 40th percentile on all sections of the GRE creates a uniform admissions standard, as opposed to the previous criteria that were different for different sections.
3. Dropping of concentrations (Community Health Education and Epidemiology) and instituting cognates. Rationale: Creating a degree with cognates rather than concentrations allows us to fully utilize all Department of Public Health faculty in mentoring doctoral students. With concentrations, only faculty in those concentrations would have been appropriate to serve as doctoral advisors. Allowing for cognates creates the possibility that other faculty (e.g., representing epidemiology and environmental health) will be able to advise doctoral students.
4. Total hours. Rationale: decreasing the total number of hours from 90 to 89 comes from decreasing PUBH687 (Advanced Field Placement) from 9 to 6 hours, changing the 10 concentration hours to 9 cognate hours, and adding an additional graduate statistics course (3 units). The decrease in PUBH687 is more in line with other DrPH programs and our accrediting body's guidelines, which require 86 units.
5. Footnote 1 was revised to put the courses in numerical sequence. Footnote 2 was revised to eliminate PUBH550, a MPH course. Footnote 3 was revised to incorporate the cognate and eliminate the 2 concentrations. This resulted in the elimination of PUBH527, PUBH541, KNS 521, CEM 602. These courses may serve as cognate courses if approved by the faculty advisor and Director of the DrPH committee.

6. Footnote 4 has been eliminated as the elective course is no longer reflected in the curriculum outside of the cognate area and the one additional graduate statistics course. The note regarding the statistics courses was added to help ensure the students do not take duplicative courses (e.g., PUBH530, SOWK605, and STAT537).

Impact on other units: Minimal; over time DrPH students will take courses outside of the Department of Public Health to fulfill cognate requirements.

Financial impact: Lowers the cost slightly for DrPH students by changing from 90 to 89 hours

Student learner objectives impacted: Modifying the student learner objectives is one of the main changes in this submission, as noted above.

Support from assessment activities: In a discussion group, current doctoral students in Public Health expressed the desire to have more flexibility regarding electives and also emphasized the importance of statistical training. Together, the addition of the cognate, the elimination of prescribed courses in the concentration, and the addition of the one graduate statistics elective address the students' concern. In addition, per the Public Health bylaws, the faculty unanimously approved the adoption of this additional prerequisite. There has been no SACS assessment to date as the DrPH has not produced graduates to date.

Approved – 11/16/16

Committee noted that this change includes two separate program change proposals in one item. Must have an item to address dropping the concentrations, cannot be including in item 3. Item 3 would be to revise the language to remove any text of the dropped concentrations. Committee added Item 4 to show that the concentrations are being dropped (it has already been approved at the faculty level, the language of the proposal was presented incorrectly). Committee voted to approve Item 4 and submission to Grad CC is pending confirmation of approval from department.

ITEM 4: DROP THE FOLLOWING CONCENTRATIONS UNDER THE PUBLIC HEALTH MAJOR, DOCTOR OF PUBLIC HEALTH (DrPH)

Community Health Education Concentration

Epidemiology Concentration

SUPPORTING INFORMATION

Rationale: Creating a degree with cognates rather than concentrations allows us to fully utilize all Department of Public Health faculty in mentoring doctoral students. With concentrations, only faculty in those concentrations would have been appropriate to serve as doctoral advisors. Allowing for cognates creates the possibility that other faculty (e.g., representing epidemiology and environmental health) will be able to advise doctoral students.

Impact on other units: Minimal; over time DrPH students will take courses outside of the Department of Public Health to fulfill cognate requirements.

Financial impact: Lowers the cost slightly for DrPH students by changing from 90 to 89 hours

Student learner objectives impacted: Modifying the student learner objectives is one of the main changes in this submission, as noted above.

Support from assessment activities: In a discussion group, current doctoral students in Public Health expressed the desire to have more flexibility regarding electives and also emphasized the importance of statistical training. Together, the addition of the cognate, the elimination of prescribed courses in the concentration, and the addition of the one graduate statistics elective address the students' concern. In addition, per the Public Health bylaws, the faculty unanimously approved the adoption of this additional prerequisite. There has been no SACS assessment to date as the DrPH has not produced graduates to date.

Approved with confirmation of approval from department – 11/16/16

Committee noted that this change includes two separate program change proposals in one item. Must have an item to address dropping the concentrations, cannot be including in item 3. Item 3 would be to revise the language to remove any text of the dropped concentrations. Committee added Item 4 to show that the concentrations are being dropped (it has already been approved at the faculty level, the language of the proposal was presented incorrectly). Committee voted to approve this and submission to Grad CC is pending confirmation of approval from department.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES
DEPARTMENT OF CHILD AND FAMILY STUDIES
All changes effective Fall 2017

STUDENT LEARNER OUTCOMES

Learning objectives for the MS programs:

1. Students will be able to write a well-organized, logical, scientifically sound research paper
2. Students will demonstrate proficiency in analyzing and critiquing ideas in their field of interest from published texts, reports, and research proceedings.
3. Students will construct original arguments through written work that incorporate consideration of the relevant issues from the field and the theory that informs it.

Learning objectives for the PhD program:

1. Students will be able to write a well-organized, logical, scientifically sound research paper.
2. Students will demonstrate proficiency in analyzing and critiquing ideas in their field of interest from published texts, reports, and research proceedings.
3. Students will construct original arguments through written work that incorporate consideration of the relevant issues from the field and the theory that informs it.

I. COURSE CHANGES

(CFS) CHILD AND FAMILY STUDIES

ITEM 1: REVISE TITLE AND DESCRIPTION

CFS 569 Practice-based Research in Early Childhood Education (3)

Principles and methodologies of practice-based research for practitioners in early childhood and school settings.

Formerly:

CFS 569 Action Research in Early Childhood Education (3)

Principles and methodologies of action research for practitioners in early childhood and school settings.

SUPPORTING INFORMATION

Rationale: Revised title and description better reflects the content of this course. This course is restricted to teacher licensure graduate students and includes components connected to their required Practice-based Research Review, which is a University Teacher Licensure requirement.

Course Format: Course will be taught on campus as a traditional lecture/seminar course

Impact on other units: None

Financial Impact: None

Learning outcomes supported: This minor revision is not related to student learner outcomes, as it does not relate to any revision of the content of the course.

Support from assessment activities: New licensure and degree requirements require teacher licensure graduate students to complete a Practice-based Research Review rather than an action research project.

Approved – 11/16/16

ITEM 2: REVISE CREDIT RESTRICTION

CFS 581 Directed Study in Child and Family Studies (1-3)

Individual learning experiences in specific topics in child development, family studies, or early learning.

Repeatability: May be repeated if topic differs. Maximum 6 hours.

Recommended Background: 6 graduate hours in the major or consent of instructor.

Formerly:

Directed Study in Child and Family Studies (1-3)

Individual learning experiences in specific topics in child development, family studies, or early learning.

Repeatability: May be repeated if topic differs. Maximum 6 hours.

Credit Restriction: May not be applied to child and family studies specialization electives for the master's degree.

Recommended Background: 6 graduate hours in the major or consent of instructor.

SUPPORTING INFORMATION

Rationale: Removing the credit restriction for the master's degree will make this consistent with the CFS master's program requirements, which do not restrict the use of CFS 581 in the specialization electives. Thus, this fixes an inconsistency between the program requirements and the course description for CFS 581.

Impact on other units: None

Financial Impact: None

Learning outcomes supported: Does not impact student learner outcomes.

Support from assessment activities: No assessment activities were conducted because this change is intended to fix an inconsistency between the MS program requirements and the CFS 581 course description.

Approved – 11/16/16

II. PROGRAM CHANGES

ITEM 3: ADD INTERNATIONAL, CHILD, YOUTH, AND FAMILIES CERTIFICATE

In the 2017-2018 Graduate Catalog, add the new International, Child, Youth, and Families Certificate to appear as follows:

International Children, Youth, and Families Certificate

The 12-hour graduate certificate in International Children, Youth, and Families is intended for currently admitted graduate students wishing to develop knowledge and skills necessary for studying and working with children, youth, or families from diverse cultural backgrounds internationally and in the U.S. Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal degree and be admitted to the graduate school. Course work for the certificate must be completed at the University of Tennessee within a five-year period. A minimum 3.5 GPA must be earned in all certificate courses. All courses must be selected from the list below. Other courses may, where appropriate, be substituted for the courses listed below with the permission of the program coordinator.

Requirements

- CFS 635
- At least one of the following: CFS 560 or CFS 555
- At least two of the following: CFS 552, CSE 591, CSE 550, CSE 592, CSE 549, SPST 504, ANTH 531, ANTH 421
- Attainment of a minimum 3.5 grade point average in the certificate coursework.

SUPPORTING INFORMATION

Rationale: The new certificate program will support graduate students who intend to work with or study children/youth and families from diverse cultural backgrounds. CFS has four existing courses that relate to this content (CFS 635, CFS 560, CFS 555, and CFS 552) and six faculty members with expertise in international children/youth and families. The certificate program will allow students to exemplify unique training in international children/youth and families and will enhance their preparation for entering CFS-related careers, which increasingly request or require preparation for working with diverse populations. There are no topically equivalent certificate programs at the university.

Impact on other units: None

Financial Impact: None; utilizes classes already in the graduate catalog. The CFS required courses will be taught by existing faculty as part of their normal teaching loads. The inclusion of optional courses from other departments will not have a financial impact and permission from each department was gained.

Learning outcomes supported: Supports Learner Outcomes #1-3 in the M.S. and PhD programs.

Support from assessment activities: Available offerings of certificates were assessed and no topically equivalent certificate exists. Due to the existing CFS faculty expertise and course offerings related to children/youth and families in international contexts, the faculty deemed that this certificate is warranted and will help students specialize in this content area. With growing interest in international research/experience in CFS-related disciplines this will enhance student preparation for entering CFS-related careers.

*Supplemental information: Permission was gained from departments to include their courses in the list of options for the certificate. Documentation of permission is included as a supplemental attachment.

Approved – 11/16/16