

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

September 14, 2016

2:30 pm

Claxton 412

Attending:

Voting Members: Hilary Fouts (CFS); Pamela Angelle (ELPS); Jeff Cochran (EPC); Leslee Fisher (KRSS); Katie Kavanagh (NUTR); Cristina Barroso (PUBH – Proxy for Kathy Brown); Sejin Ha (RHTM); Jo Ann Cady (Chair; TPTE)

Ex Officio: Jeffrey Fairbrother

Meeting Agenda

I. Jo Ann Cady called the meeting to order at 2:30 pm in C 412, welcoming members and guests.

II. Approval of Minutes (Cady)

a. January 2016

III. Curricular Agenda

- a. Child and Family Studies (CFS)
- b. Educational Leadership and Policy Studies (ELPS)
- c. Educational Psychology and Counseling (EPC)
- d. Kinesiology, Recreation, and Sport Studies (KRSS)
- e. Nutrition (NUTR)
- f. Public Health (PUBH)
- g. Retail, Hospitality, & Tourism Management (RHTM)
- h. Theory and Practice in Teacher Education (TPTE)

IV. Announcements

Fairbrother recommended that CRC representatives emphasize to their department to closely follow Graduate Council Curriculum Submission Guidelines

V. New Business - None

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 October 2016. All supporting documentation requested in the minutes has been received and is on file in the Dean's Office.

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

REVISE TITLE

CFS 550 – Theory in Family Studies

FORMERLY: CFS 550 – Theory and Research in Family Studies

Rationale: Revised title better reflects the content of this course. This course is one of two core theory courses and the revised title aligns more clearly with the other core theory course (CFS 510 – Theory in Human Development).

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 title revision is not related to student learner outcomes, as it does not **related** **relate** to any revision of the content of the course.

Support from assessment activities: Faculty in the department indicated that the course titles of the two core theory courses should be aligned.

Approved with noted revision

REVISE TITLE AND DESCRIPTION

CFS 652 – Gender and Families (3) Research and theory related to intersections between gender and family interactions, relationships, and processes. Consideration of contemporary societal contexts. Emphasis on gender topics and contexts varies.

FORMERLY: CFS 652 – Men and Families (3) Contemporary men: primary psychological processes in sociological context.

Reciprocal influence of society, men and their families in relation to marriage and parenting.

Rationale: The revised title and description is meant to broaden the scope of the course in order to address current trends in the discipline and enhance the preparation of students to enter CFS-related professions. The former title and description was outdated and did not reflect current trends in the discipline.

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

Impact on other units: None

Financial Impact: None; this course will continue to be taught by existing faculty as part of their normal teaching loads.

Learning outcomes supported: Supports Learner Outcomes #1, 2, and 3 in the PhD program.

Support from assessment activities: There has been increasing student demand for more content on gender and families from a non-traditional and non-binary perspective. This course addresses that need and also aligns our program with programs at peer and aspiring institutions.

Approved

ADD COURSE

CFS 6XX Advanced Longitudinal Research Methods (3) Design, application, and analysis of longitudinal human development research. (RE) Prerequisite(s): At least 3 credits of graduate-level methods and 3 credits of graduate-level statistics

SUPPORTING INFORMATION:

Rationale: Longitudinal research methods are essential for studying human development as they capture changes over time. There are currently no equivalent courses in the department or college and it is critical that students conducting longitudinal theses or dissertations have this training.

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

Impact on other units: None; **This course will continue to be taught by existing faculty as part of their normal teaching loads**

Financial Impact: None; this course will be taught by existing faculty as part of their normal teaching loads.

Learning outcomes supported: Supports Learner Outcome #2 in the M.S. and PhD programs.

Support from assessment activities: Available offerings of graduate level methods courses were assessed and no equivalent course exists. Thus, faculty deemed it necessary to create this course to provide the content to CFS graduate students.

*Sample course syllabus attached

Approved with noted revision

Committee asked if there is a limit of the number of students that can take the course. The response was that the course will be offered once every three years. CFS faculty would welcome enrolled students from other departments. The changes were approved as presented, but department may want to consider offering the course more often if it is in high demand.

II. PROGRAM CHANGES

ITEM 5: REVISE FOOTNOTE 3 – CHILD AND FAMILY STUDIES MAJOR, PHD

In the 2016-2017 Graduate Catalog, revise as follows:

FROM:

	Hours	Credit
Core: CFS 510, CFS 550, CFE 552	9	
¹ CFS Specialization	15	
² Statistics/Analytic courses	9	
³ Research Methods	6	
⁴ Electives outside of CFS	6	
Professional Seminar 1 – CFS 572	1	
Professional Seminar 2 – CFS 672	2	
⁵ Dissertation	24	
Total Hours	72	

¹Minimum of 15 semester hours of child and family studies courses; at least 6 hours must be at the 600-level. Can include courses from MS degree.

²3 hours of graduate-level statistics plus two additional analytic courses (quantitative or qualitative).

³CFS 570 and a 600-level methods course selected from CFS 650, CFS 660, or SOCI 633.

⁴Can include additional Methods/Analytic courses.

⁵Must be preceded by a master's thesis or pre-doctoral research project that is approved by the student's doctoral committee

TO:

	Hours	Credit
Core: CFS 510, CFS 550, CFE 552	9	
¹ CFS Specialization	15	
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²3 hours of graduate-level statistics plus two additional analytic courses (quantitative or qualitative).

³CFS 570 and a 600-level methods course selected from CFS 650, CFS 660, CFS 6XX, or SOCI 633,

⁴Can include additional Methods/Analytic courses.

⁵Must be preceded by a master's thesis or pre-doctoral research project that is approved by the student's doctoral committee

SUPPORTING INFORMATION:

Rationale: The new Advanced Longitudinal Research Methods course (proposed above as CFS 6XX) would provide an important option for students who are planning to conduct longitudinal research for their thesis or dissertation to the array of advanced methods option.

Impact on other units: None

Financial Impact: None; this course will be taught by existing faculty as part of their normal teaching loads.

Learning outcomes supported: Supports Learner Outcome #2 in the M.S. and PhD programs.

Support from assessment activities: Available offerings of graduate level methods courses were assessed and no equivalent course exists. Thus, faculty deemed it necessary to create this course to provide the content to CFS graduate students.

Approved