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

November 11, 2015
2:30 p.m.
Claxton 412

Attending: Leslee Fisher (KRSS), Chair; Jeff Cochran (EPC); Carin Neitzel (CFS, Proxy for Heide Stolz); Katie Kavanagh (NUTR); Jo Ann Cady (TPTE); Clea McNeely (PUBH), Pamela Angelle (ELPS); Sejin Ha (RHTM)

Non-Voting: Dixie Thompson, Ex-Officio

Guests: Mary Souza, Veterinary School; Merilee McCurdy (EPC); Norma Mertz (ELPS)

Meeting Agenda

I.   Leslee Fisher called the meeting to order at 2:30 in 412, welcoming members and guests.

II.   Approval of Minutes (Leslee Fisher)
- September 9, 2015 - approved with editorial correction of misspelled word on item 3, page 5.

III.   Announcements (Dixie Thompson)

IV.   FYI: List of Graduate Courses Not Offered in Four or More Years (Dixie Thompson)

V.   Curricular Agenda (Leslee Fisher and Departmental Representatives)
(Note: Our "Old Business" appears under the ELPS departmental changes)

- Public Health (PUBH – Clea McNeely)

- Child and Family Studies (CFS, Carin Neitzel)

- Educational Psychology and Counseling (EPC – Jeff Cochran)

- Kinesiology, Recreation, and Sport Studies (KRSS – Leslee Fisher)

- Nutrition (NUTR – Katie Kavanagh)

- Theory & Practice in Teacher Education (TPTE – Jo Ann Cady)

- Educational Leadership and Policy Studies (ELPS – Pamela Angelle)

- Old Business – Items tabled in September

- New Business

DEPARTMENT OF PUBLIC HEALTH
All changes effective fall 2016

(PUBH) Public Health

STUDENT LEARNER OBJECTIVES

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

ITEM 1: ADD COURSE

PUBH 5XX US Healthcare Delivery (3) - Exploration of the organization, financing, reimbursement, and performance of the U.S. health care delivery from a systems perspective.
Registration Restriction(s): Minimum student level – graduate.

> **SUPPORTING INFORMATION**
> Rationale: This 3-hour course provides an overview of the US healthcare delivery system, providing important contextual information regarding public health and the delivery of health care services and an overview of major problems related to cost, quality, access, outcomes, and system performance, as well as an introduction to major health policies.
> The course has been offered as an elective for all MPH and doctoral students in Public Health as a Special Topics course for two years. In addition, the course is a substitute for a required course for the interdisciplinary Nursing graduate certificate in health policy or as an elective.
> The course specifically addresses learner objective 4 of the MPH program related to the 12 public health core competencies, specifically Policy Development/Program Planning Skills.
>
> Course format and location: Course is offered in a blended format with two onsite sessions.
> Impact on other units: None. Nursing uses this as a substitute for one of their required courses in the grad certificate in health policy. Dept will provide letter of support.
> Financial impact: None. Course will be taught by existing faculty.
> Student learner objectives impacted: Learner objective 4 of the MPH program.
> Support from assessment activities: Course was originally offered as a Special Topics course based on student demand and needs. The course has been favorably rated the two years it has been offered.

Approved
Pending receipt of Nursing letter of support

ITEM 2: REVISE DESCRIPTION AND COMMENT

PUBH 587 Internship (3) Internship in either approved organization or research setting under supervision of designated preceptor.

Comment(s): One semester advance notice required.

Formerly: PUBH 587 Internship (3) Internship (community health education, gerontology, or health planning/administration) in either approved organization or research setting under supervision of designated preceptor.
Comment(s): MPH admission and one semester advance notice required.

PUBH 588 Internship (3) Internship in either approved organization or research setting under supervision of designated preceptor.
Comment(s): One semester advance notice required.

Formerly: PUBH 588 Internship - Internship (community health education, gerontology, or health planning/administration) in either approved organization or research setting under supervision of designated preceptor.
Comment(s): MPH admission and one semester advance notice required.

PUBH 589 Internship (3) Internship in either approved organization or research setting under supervision of designated preceptor.
Comment(s): One semester advance notice required. Available only for approved extended placements.

Formerly: PUBH 589 Internship - Internship (community health education, gerontology, or health planning/administration) in either approved organization or research setting under supervision of designated preceptor.
Comment(s): MPH admission and one semester advance notice required. Available only for approved extended placements.

SUPPORTING INFORMATION
Rationale: The new description removes concentration names and requirement of MPH admission. The list of concentrations included in the description is out of date. Gerontology and health planning/administration are no longer offered. Additionally, newer concentrations such as health policy/management and veterinary public health are not listed despite the fact that internship is required for those concentrations. Also, this course is required for students seeking the health policy certificate in addition to MPH students. To avoid confusion, all references to specific concentrations should be removed.
Course format and location: Internship
Impact on other units: No impact; this is only a wording change.
Financial impact: None; this is only a wording change.
Student learner objectives impacted: No objectives impacted for this minor change
Support from assessment activities: No assessments needed for this minor change.

Approved

Committee asked why the department had three courses with the same title for 3 credit hours each instead of having one course with variable credit. The changes were approved as presented, but department may want to consider making this a single variable credit course in the future.

II. PROGRAM CHANGES

ITEM 3: ADD DVM-MPH DUAL DEGREE

In the 2016-2017 Graduate Catalog, add a DVM-MPH Dual Degree to appear as follows:

Students must be currently enrolled in the professional DVM degree program at the University of Tennessee (DVM students) to enter the dual DVM-MPH program; all requirements for both the DVM and MPH degrees must be met for admission. DVM students may enroll in the program at any time during years 1–3, but progress and time to completion will be affected by when a student starts the

dual program and how many courses are satisfactorily completed each semester. Students will be expected to complete MPH-specific courses during the two summers following the first and second years of veterinary school. Students will pay graduate tuition fees during the summer semester and professional DVM tuition during the fall and spring semesters. Degrees do not need to be awarded simultaneously; if a student has not completed the requirements for the MPH, the student may still receive the DVM but must complete the MPH requirements within one year to take advantage of the shared credits. If a dual student completes the MPH requirements, but does not complete the DVM, the student may still be awarded the MPH.

All core courses for the MPH program and requirements for the DVM program must be completed. Dual DVM-MPH students must also complete CEM 611, CEM 506, and EITHER CEM 507 or CEM 508. An additional 4 elective credits approved by the advisor must also be completed.

Approved Dual Credit
Seven credits from the DVM program can be shared between the two degrees and applied to the MPH total credit count. These seven credits can be shared from any of the following courses: VM 833, VM 836, VM 836, VM 864, VM 867, or VM 897. Eight credits from the MPH program can be shared between the two degrees and applied to the DVM total credit count as electives. These eight credits can be shared from any of the following courses: CEM 506, CEM 507, CEM 508, PH 587, or PH 588.

SUPPORTING INFORMATION

Rationale: Having a dual DVM-MPH option would make the University of Tennessee more competitive with other veterinary programs. Although the target number of veterinary students entering any given class is currently set at 85, graduate student numbers at the university have the potential to grow. This dual option would help increase graduate student numbers and advanced degrees awarded by the university. For students, such a program would be cost and time effective. Upon graduation, veterinarians average a debt load of $162,113 (American Veterinary Medical Association, 2013 figure). Oftentimes, this debt load dissuades students from pursuing graduate degrees, although their loans are deferred during all advanced training. By completing the dual DVM/MPH program, graduates would shorten the time required to achieve both degrees and be able to start earning earlier than if the degrees were pursued in succession. A recent AVMA report suggested a veterinary degree alone may not be a valuable return on investment, compared to a bachelor's degree. A dual DVM/MPH degree does increase the marketability of a graduate and opens the door to options outside of clinical practice including work with the government and non-profit organizations. The AVMA has also reported a need for veterinarians in the field of veterinary public health. By adding a dual degree, we expect more DVM students to enroll and complete an MPH while at UT.

A concern is the sharing of hours toward two separate degrees. Currently, students with a DVM who are also completing the MPH do not share any courses. The MPH degree requires 42 credits and the DVM requires 165 credits, which is far in excess of most master or doctoral credit requirements. This proposal recommends "sharing" of 15 credits between the two degrees and are described later; with shared credits, students would complete a total of 192 credits for both degrees. This proposal is similar to the already established JD/MPH program. As such, this request is not unique within the university system. Additionally, numerous veterinary colleges throughout the United States have dual DVM/MPH programs similar to this, and they have been approved by the Council on Education in Public Health, the accrediting body for MPH programs. These programs have a similar number of shared credits between the two programs. The VMD courses that would count toward the MPH are veterinary public health focused courses which focus on food hygiene and zoonoses, epidemiology, and infectious diseases among others.

Core requirements for both degrees (DVM and MPH) would not change. The concentration courses for the MPH would be the same as proposed for the stand alone MPH with a veterinary public health concentration. CEM 611 and CEM 506 would be required concentration courses. Students would be required to take either CEM 507 or CEM 508. Four additional elective credits approved by the advisor would also be required. Seven credits from select VMD courses would be applied to the MPH total credit count. Eight credits from the MPH courses would be applied to the DVM total credit count as elective credit.

Impact on other units: None. Utilizes classes already in the graduate catalogue.

Financial impact: None. Courses taught by existing faculty members within the Department of Public Health and the College of Veterinary Medicine. This proposal will also be submitted simultaneously by the College of Veterinary Medicine for approval.

Student learner objectives impacted: MPH Learner Objectives 1, 2, 3, and 4.

Support from assessment activities: Current students and alumni of the MPH Veterinary Public Health Concentration were polled and they expressed support for the proposed changes. Additionally, similar programs at other universities were reviewed for curriculum content.

Approved
Pending Dr. Souza checking with Mary Albrecht's office to be sure this meets SACs standards, especially related to the overlapping hours.

ITEM 4: REVISE FOOTNOTE 2 IN THE PUBLIC HEALTH MAJOR - VETERINARY PUBLIC HEALTH CONCENTRATION

http://catalog.utk.edu/preview_program.php?catoid=19&poi d=8024&returnto=2120

In the 2016-2017 Graduate Catalog, revise the requirements for the MPH Public Health, Veterinary Public Health Concentration listed in footnote 2 as follows:

From:

Public Health Major (MPH)

Requirements	Hours Credit
[1] Public Health Foundations	20
[2] Concentration of Study (Community Health Education, Health Policy and Management, or Veterinary Public Health)	10
[3] Electives	6
[4] Internship	<u>6</u>
	Total 42

[1] Public Health Foundation courses: PUBH 509 (2 hrs.) PUBH 510, PUBH 520, PUBH 530, PUBH 537, PUBH 540, PUBH 555.
[2] Community Health Education: PUBH 536, PUBH 550, PUBH 552.
  Health Policy and Management: PUBH 521, PUBH 525, PUBH 527.
  Veterinary Public Health: PUBH 550, Veterinary Medicine VMD 837, Comparative and Experimental Medicine CEM 611.
[3] Listings of electives specific for each concentration are available in MPH program office.
[4] Internship: PUBH 587, PUBH 588. Written guidelines stipulating eligibility criteria and expectations are available.
NOTE: To meet program requirements, students must select courses in consultation with an assigned program advisor. Program totals are minimums and some students may be required to complete additional course work to overcome background deficiencies.

To:

[2] Community Health Education: PUBH 536, PUBH 550, PUBH 552.
  Health Policy and Management: PUBH 521, PUBH 525, PUBH 527.
  Veterinary Public Health: <u>Comparative and Experimental Medicine CEM 506, CEM 611, and either CEM 507 OR CEM 508</u>.

SUPPORTING INFORMATION
Rationale: All core required courses would remain the same. Concentration courses would change as shown in the table below. CEM 611 and CEM 506 would be required concentration courses. Students would be required to take either CEM 507 or CEM 508. An additional 11 elective courses approved by the advisor would also be required.

Previous Requirements for MPH VPH concentration courses	Proposed Requirements for MPH VPH concentration courses
CEM 611 (1) – taken twice VMD 837 (2) PH 550 (3)	CEM 611 (1) AND CEM 506 (2)
Plus 9 additional credits approved by advisor	AND ONE OF THE TWO FOLLOWING COURSES CEM 507 (2), OR CEM 508 (2) Plus 11 additional credits approved by advisor

For the first decade of the veterinary concentration of the MPH, required concentration courses were taken from existent courses in other degree programs including the DVM and MPH. Over time, it has become apparent that the required courses may not be the best in preparing veterinary public health practitioners for the workforce. The veterinary concentration requirements are being changed to better reflect the needs of an individual graduating with an MPH-VPH and address VPH core competencies. Although the number of required concentration credits will be reduced, a new course, CEM 506, will introduce and emphasize the various roles of a veterinary public health practitioner. This course will be taken early in the pursuit of the MPH. Students will then be able to tailor their degree to their specific interest within veterinary public health. Impact on other units: None. Financial impact: None

Impact on other units: None.

Financial impact: None. Courses taught by existing faculty members.

Student learner objectives impacted: MPH Learner Objectives 1, 2, 3, and 4.

Support from assessment activities: Current students and alumni of the MPH Veterinary Public Health Concentration were polled and they expressed support for the proposed changes. Additionally, similar programs at other universities were reviewed for curriculum content.

Approved

ITEM 5: REVISE FOOTNOTE 2 IN THE DOCTOR OF PUBLIC HEALTH (DRPH)

http://catalog.utk.edu/preview_program.php?catoid=19&poid=8344&returnto=2120

In the 2016-2017 Graduate Catalog, revise Footnote 2 in the Doctor of Public Health (DrPH)

FROM:

Public Health Major, Doctor of Public Health (DrPH)

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 612, 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:

[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.

SUPPORTING INFORMATION

Rationale: One of the requirements for the DrPH program is the course "Public Health Ethics and Law," which was proposed as a new class for fall 2015 with the course number PUBH 612. But prior to CRC approval, it was discovered that the PUBH 612 course number was already in use for a cross-listed course titled "Health and Nursing Policy/Planning". "Public Health Ethics and Law" was then renumbered as PUBH 613. However, the DrPH description in the catalogue was not updated to show the new course number. The requested change fixes this clerical error.
Impact on other units: None
Financial impact: None. This changes a minor clerical error in course numbering.
Student learner objectives impacted: None. This changes a minor clerical error in course numbering.
Support from assessment activities: No assessments conducted. This changes a minor clerical error in course numbering.

Approved

ITEM 6: REVISE PROGRAM REQUIREMENTS FOR THE MPH PROGRAM

http://catalog.utk.edu/preview_program.php?catoid=19&poid=8024&returnto=2120

In the 2016-2017 Graduate Catalog, revise the requirements for the MPH to include MPH comprehensive exam as follows:

FROM:

	Hours Credit
[1] Public Health Foundations	20
[2] Concentration of Study (Community Health Education, Health Policy and Management, or Veterinary Public Health)	10
[3] Electives	6
[4] Internship	6
	Total 42

[1] Public Health Foundation courses: PUBH 509 (2 hrs.) PUBH 510, PUBH 520, PUBH 530, PUBH 537, PUBH 540, PUBH 555.
[2] Community Health Education: PUBH 536, PUBH 550, PUBH 552.
  Health Policy and Management: PUBH 521, PUBH 525, PUBH 527.
  Veterinary Public Health: PUBH 550, Veterinary Medicine VMD 837, Comparative and Experimental Medicine CEM 611.
[3] Listings of electives specific for each concentration are available in MPH program office.
[4] Internship: PUBH 587, PUBH 588. Written guidelines stipulating eligibility criteria and expectations are available.

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

TO:

	Hours Credit
[1] Public Health Foundations	20
[2] Concentration of Study (Community Health Education, Health Policy and Management, or Veterinary Public Health)	10
[3] Electives	6
[4] Internship	6
	Total 42

[1] Public Health Foundation courses: PUBH 509 (2 hrs.) PUBH 510, PUBH 520, PUBH 530, PUBH 537, PUBH 540, PUBH 555.
[2] Community Health Education: PUBH 536, PUBH 550, PUBH 552.
  Health Policy and Management: PUBH 521, PUBH 525, PUBH 527.
  Veterinary Public Health: PUBH 550, Veterinary Medicine VMD 837, Comparative and Experimental Medicine CEM 611.
[3] Listings of electives specific for each concentration are available in MPH program office.
[4] Internship: PUBH 587, PUBH 588. Written guidelines stipulating eligibility criteria and expectations are available.

Students are required to pass a MPH comprehensive exam; usually taken in the final semester of course work.

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

SUPPORTING INFORMATION

Rationale: The comprehensive exam was already a requirement of the MPH program and has been for years. However, it was not included on the catalogue description. This change fixes this clerical error.
Impact on other units: None
Financial impact: None. This changes a minor clerical error in the program description
Student learner objectives impacted: None. This changes a minor clerical error in the program description
Support from assessment activities: None needed

Approved
With the requested revision from the department to remove the statement from their proposal about when the comp exam is taken.

ITEM 7: REVISE PROGRAM REQUIREMENTS FOR THE DUAL JD/MPH PROGRAM

http://catalog.utk.edu/preview_program.php?catoid=19&poid=8085&returnto=2120

In the 2016-2017 Graduate Catalog, revise the bullet list of program requirements for the dual JD/MPH to include the MPH comprehensive exam as follows:

FROM:

- All students are expected to be full-time students. A student may not work in excess of 20 hours per week while attending school on a full-time basis.

- Students are required to complete a minimum of 89 semester credit hours for the JD degree and 42 semester credit hours for the MPH degree.

- During the first year of study, students will be solely enrolled in the prescribed curriculum for the College of Law.

- The College of Law will accept nine hours from approved Public Health courses as electives and the Department of Public Health will accept six hours from approved Law courses as electives.

- The required MPH Field Practice requirement (PUBH 587, PUBH 588) may be fulfilled by placement in an approved legal or community organization.

Dual degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit toward either the JD or the MPH for courses taken in the other program, except as such courses qualify for credit without regard to the dual-degree program.

TO:

- All students are expected to be full-time students. A student may not work in excess of 20 hours per week while attending school on a full-time basis.

- Students are required to complete a minimum of 89 semester credit hours for the JD degree and 42 semester credit hours for the MPH degree.

- During the first year of study, students will be solely enrolled in the prescribed curriculum for the College of Law.

- The College of Law will accept nine hours from approved Public Health courses as electives and the Department of Public Health will accept six hours from approved Law courses as electives.

- The required MPH Field Practice requirement (PUBH 587, PUBH 588) may be fulfilled by placement in an approved legal or community organization.

- Students are required to pass a MPH comprehensive exam; ~~usually taken in the final semester of course work.~~

Dual degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit toward either the JD or the MPH for courses taken in the other program, except as such courses qualify for credit without regard to the dual-degree program.

SUPPORTING INFORMATION

Rationale: The comprehensive fulfills a requirement for the completion of the MPH program and would also apply to the dual program. However, it was erroneously left out the dual's catalogue description. This change fixes this clerical error.
Impact on other units: The College of Law has been notified of this update and will be submitting the same change request.
Financial impact: None. This changes a minor clerical error in the program description
Student learner objectives impacted: None. This changes a minor clerical error in the program description
Support from assessment activities: None needed

Approved
With the requested revision from the department to remove

ITEM 8: REVISE THIRD YEAR REQUIREMENTS AND TOTAL HOURS FOR DUAL JD/MPH

http://catalog.utk.edu/preview_program.php?catoid=19&poid=8085&returnto=2120

In the 2016-2017 Graduate Catalog, revise the third year requirements and total program hours in the dual JD/MPH

FROM:

JD-MPH PROGRAM – Public Health major, Health Policy and Management concentration

First Year / Credit Hours
LAW 801 3
LAW 802 3
LAW 803 3
LAW 804 3
LAW 805 3
LAW 806 3
LAW 807 3
LAW 808 3
LAW 809 3
LAW 810 4

Second Year
PUBH 510* 3
PUBH 520* 3
PUBH 527 4
PUBH 530 3
PUBH 540 3
LAW 812 4
LAW 814 3
Law Electives** 6

Third Year
PUBH 521 3
PUBH 525 3
PUBH 537 3
PUBH 555* 3
PUBH 587 3
Law Electives** 12

Fourth Year
Law Electives** 24

  Total hours 111

* Approved by the College of Law for credit toward the JD degree (PUBH 510, 520, and 555).
** Select at least 6 credit hours from courses approved by the Department of Public Health for credit toward the MPH degree.

Law Courses Approved as Electives for the MPH Degree
Students must plan carefully when selecting electives that count toward the MPH degree (a total of six credit hours), as these electives may not be offered every year. Additional electives may also be selected with approval of the College of Law advisor and the MPH Program Director.

LAW 821 (3)
LAW 822 (3)
LAW 862 (3)
LAW 866 (3)
LAW 896 (3)
LAW 957 (3)
LAW 962 (2)
LAW 963 (3)
LAW 964 (2)

TO:

JD-MPH PROGRAM – Public Health major, Health Policy and Management concentration

First Year / Credit Hours
LAW 801 3
LAW 802 3
LAW 803 3
LAW 804 3
LAW 805 3
LAW 806 3
LAW 807 3
LAW 808 2
LAW 809 3
LAW 810 4
LAW 811 1
LAW 820 1

Second Year
PUBH 510* 3
PUBH 520* 3
PUBH 527 4
PUBH 530 3
PUBH 540 3
LAW 812 4
LAW 814 3
Law Electives** 6

Third Year
PUBH 521 3
PUBH 525 3
PUBH 537 3
PUBH 555* 3
PUBH 587 3
PUBH 588 3
Law Electives** 12

Fourth Year
Law Electives** 24

    Total hours 115

* Approved by the College of Law for credit toward the JD degree (PUBH 510, 520, and 555).
** Select at least 6 credit hours from courses approved by the Department of Public Health for credit

toward the MPH degree.

Law Courses Approved as Electives for the MPH Degree
Students must plan carefully when selecting electives that count toward the MPH degree (a total of six credit hours), as these electives may not be offered every year. Additional electives may also be selected with approval of the College of Law advisor and the MPH Program Director.

LAW 821 (3)
LAW 822 (3)
LAW 862 (3)
LAW 866 (3)
LAW 896 (3)
LAW 957 (3)
LAW 962 (2)
LAW 963 (3)
LAW 964 (2)

~~Third Year~~

~~PUBH 521 3~~
~~PUBH 525 3~~
~~PUBH 537 3~~
~~PUBH 555* 3~~
~~PUBH 587 3~~
~~PUBH 588 3~~
~~Law Electives** 12~~

~~Total Hours 114~~

SUPPORTING INFORMATION

Rationale: The MPH program is a 42 credit hour program. One of the requirements for the degree is the completion of PUBH 588, which is listed in the last bulleted sentence under "requirements" in the graduate catalogue description of the JD/MPH degree. However, further down in the listing, the course was left out of the list of required courses to be taken during the student's third year, leaving students with only 39 credit hours. PUBH 588 needs to be added to the list of third year courses. This was always the intended course sequence for JD/MPH students, but was left off of the original documentation due to a clerical error. In addition, recent course revisions by the College of Law have been incorporated into the showcase (year 1).

Impact on other units: None

Financial impact: None. This changes a minor clerical error in the program description

Student learner objectives impacted: None. This changes a minor clerical error in the program description

Support from assessment activities: Reviewers from our accrediting body pointed out that, as currently listed, the program appears to be short 3 credit hours. Further review identified that the issue lay with a required course mistakenly left out of the list of required third year courses due to a clerical error.

Approved
The committee noted that the College of Law has just revised their courses. The department will need to update their showcase to match those changes. This item approved pending receipt of updated showcase with changes to reflect Law revisions.

The department provided a revised showcase after the meeting, reflected in blue font above. The Law School revisions are underlined, and the rationale has been revised (post meeting).

DEPARTMENT OF CHILD AND FAMILY STUDIES
All changes effective Fall 2016

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

ITEM 1: ADD

CFS 5XX Cross-Cultural Research in Early Care and Education (3) Students will design cross-cultural research with international partners including in-depth review of and response to challenges and considerations for cross-cultural research studies; the analyses of historical and contemporary cross-cultural research studies, qualitative research methods, and exposure to diverse cultural contexts are emphasized.

SUPPORTING INFORMATION:

Rationale: Course will prepare students to critically analyze research and theory in the field and to design and implement cross-cultural research.
Course Format: Course will be taught on campus as a traditional lecture/seminar course
Impact on other units: None
Financial Impact: None; this has been taught previously as a special topic course and will be taught by existing faculty as part of their normal teaching loads.
Learning outcomes supported: Supports Learner Outcomes #1, 2, and 3 in the M.S. programs and the PhD program
Support from assessment activities: The course was offered as a special topic in Fall of 2014 and enrollment of students from CFS and other departments indicated that there is demand for content related to cross-cultural research and early childhood education. Faculty in the department also indicated that there is a need for more international early childhood education related content in order to keep up with current trends in the field.

Approved
Committee asked that the representative check with the department to see if the new course needs to be inserted in the program showcase. If so, those revisions can be brought forward for the next catalog.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING
All changes effective Fall 2016

STUDENT LEARNER OUTCOMES

Student Learning Objectives for the MS in Counseling (COUN)
1. Students will demonstrate skills for individual counseling
2. Students will demonstrate skills for group counseling
3. Students will demonstrate an understanding of a theoretical orientation

Student Learning Objectives for Online Teaching and Learning Certificate (IT):
1. Students will demonstrate their ability to create an instructional design plan for online teaching and learning
2. Students will demonstrate their ability to complete a real-world online teaching and learning project

Student Learning Objectives for the PhD in Education with a concentration in Learning Environments and Educational Studies (LEES):
1. Students will demonstrate mastery of scholarly writing pertaining to an area of study
2. Students will demonstrate ability to determine appropriate professional outlets aligned with their interests
3. Students will demonstrate interdisciplinary knowledge and application of learning environment design

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

Student Learning Objectives for the PhD in School Psychology (SCHP)
1) Students will apply appropriate research methodology in a manner that allows them to contribute to the discipline
2) Students will master the core knowledge in the discipline in order to succeed in school psychology

I. COURSE CHANGES

(COUN) Counselor Education

ITEM 1: ADD

COUN 5xx (565) Counseling Children and Adolescents (3) Childhood issues, developmentally appropriate counseling treatment strategies, and basic skills necessary for effectively counseling and communicating with children, youth and stakeholders.
(RE) Pre-requisites: COUN 480; COUN 551; COUN 554.

> **SUPPORTING INFORMATION:**
> Rationale: Our accrediting body, CACREP, requires the school counseling program to move from 48 to 60 credit hours. As part of this transition, we are utilizing three existing courses and creating one new course. School counseling and other Counselor Education faculty see the course as needed for school counseling concentration students, and it could also be

a helpful course topic for students in other concentrations and majors, such as clinical mental health counseling or school psychology.
Impact on other units: None
Financial Impact: We plan to teach this course during alternate summers, so it should have a minimal financial impact
Learning Outcomes Supported: May enhance student learning in outcomes 1, 2, & 3.
Course Format and Location: Seminar-style course, on campus only.
Support from assessment activities: Discussions with counselor education faculty led to suggesting that this course be taught. Graduating students completing exit interviews have made comments suggesting a desire to have had such a course. A review of CACREP-accredited school-counseling programs suggests that such a course is common among similar accredited programs.

Approved

(LEES) Learning Environments and Educational Studies

ITEM 2: ADD

LEES 6xx (659) Cultural Historical Activity Theory and Methods (3)
Introduction to works of Russian psychologists during the 1920s such as Vygotsky and Leontiev, and also works of contemporary Cultural Historical Activity Theory (CHAT) scholars from Russia, Scandinavia, and North America. Participants will specifically examine how to engage in qualitative research from a CHAT perspective. Participants will engage in qualitative data analysis of complex human activity with Activity Systems Analysis.

SUPPORTING INFORMATION:
Rationale: This course can be taken as part of the core electives for the Education Major (LEES concentration). is one of five elective courses that LEEDS students are required to take a minimum of three.
Impact on other units: With approval of the Graduate Certificate in Qualitative Research in Education coordinator, this course can fulfill the requirements for the certificate
Financial Impact: None. Existing faculty will teach this course as part of her expected regular load. when she was hired. This course had been taught with a special topics designation in fall 2014 with 5 students enrolled and in fall 2015 with 11 students enrolled.
Learning Outcomes Supported: None
Course Format and Location: On campus face-to-face course
Support from assessment activities: Assessment activities from fall 2014 show that through this course students were able to engage in interdisciplinary qualitative research from a CHAT perspective and engage in scholarly writing about learning environments.
Additional Documentation, when necessary: See attached syllabus.

Approved with Noted Revisions

(RHCO) Rehabilitation Counseling

ITEM 3: ADD

RHCO 521 Rehabilitation Services in the Deaf Community (3) Provides an overview of the specialized field of deafness within the rehabilitation counseling profession.
Recommended Background: at least intermediate level of skill with the Sign Language Proficiency Inventory or equivalent

SUPPORTING INFORMATION
Rationale: Needed for Graduate Certificate in Deafness Rehabilitation
Impact on other units: None.
Financial Impact: None. Costs of new course delivery will be covered by federal grant and then by distance education incentive. Learning Outcomes Supported: 1, 2, 3.
Course Format and Location: Standard Lecture; Distance Education
Support from assessment activities: The course is a part of the proposed Graduate Certificate in Deafness Rehabilitation, which is based on community need.

RHCO 522 Communication with Persons who are Deaf or Hard of Hearing (3) Provides an overview of communication strategies for working in rehabilitation counseling settings with clients who are deaf or hard of hearing.
Recommended Background: at least intermediate level of skill with the Sign Language Proficiency Inventory or equivalent

SUPPORTING INFORMATION
Rationale: Needed for Graduate Certificate in Deafness Rehabilitation
Impact on other units: None.
Financial Impact: None. Costs of new course delivery will be covered by federal grant and then by distance education incentive.
Learning Outcomes Supported: 1, 2, 3, & 4.
Course Format and Location: Standard Lecture; Distance Education
Support from assessment activities: The course is a part of the proposed Graduate Certificate in Deafness Rehabilitation, which is based on community need.

RHCO 523 Special Populations & Topics in Deafness Rehabilitation (3) Provides an overview of the diverse populations within the field of deafness rehabilitation.
Recommended Background: at least intermediate level of skill with the Sign Language Proficiency Inventory or equivalent

SUPPORTING INFORMATION
Rationale: Needed for Graduate Certificate in Deafness Rehabilitation
Impact on other units: None.
Financial Impact: None. Costs of new course delivery will be covered by federal grant and then by distance education incentive. Learning Outcomes Supported: 5
Course Format and Location: Standard Lecture; Distance Education
Support from assessment activities: The course is a part of the proposed Graduate Certificate in Deafness Rehabilitation, which is based on community need.

Approved

(EDPY) Educational Psychology

ITEM 4: ADD

EDPY 547 Cognitive Behavioral Therapy: Research and Practice (3) Skill training in cognitive behavioral therapy emphasizing assessment, diagnosis, and treatment of social and emotional disorders in children and adolescents, including parent training models and programs.

SUPPORTING INFORMATION
Rationale: The students in the School Psychology program have been requesting more applied clinical training. This training will make their application for internship stronger. In addition, APA accreditation requires additional training in Affective Basis of Behavior. This class will meet this accreditation requirement.
Impact on other Units: None
Financial Impact: None. This course has been taught once as a special topics course. Two program courses are being deleted (SCHP 545, SCHP 650).
Learning Outcomes Supported: No changes
Support from assessment activities: The School Psychology faculty conducted a full program curriculum review to areas of training needs. These changes will help the program meet accreditation requirements and meet student training needs.

EDPY 548 Practicum in Cognitive Behavioral Therapy (3) Supervised clinical practice in assessment, diagnosis, and treatment of social and emotional disorders of children and adolescents, emphasizing parent involvement to improve behavioral skills of children and adolescents.

SUPPORTING INFORMATION
Rationale: The students in the School Psychology program have been requesting more applied clinical training. This training will make their application for internship stronger. In addition, APA accreditation requires additional training in Affective Basis of Behavior. This practicum will meet this accreditation requirement.
Impact on other Units: None
Financial Impact: None. This course has been taught once as a special topics course. Two program courses are being deleted (SCHP 545, SCHP 650).
Learning Outcomes Supported: No changes
Support from assessment activities: The School Psychology faculty conducted a full program curriculum review to areas of training needs. These changes will help the program meet accreditation requirements and meet student training needs.

Approved

(SCHP) School Psychology

ITEM 5: DROP

SCHP 545 Psychoeducational Consultation (3)

SUPPORTING INFORMATION
Rationale: We are combining the content from this class into an existing practicum class (SCHP 546 Psychoeducational Consultation) to reduce redundancy in the program. Therefore, SCHP 545 can be deleted.
Impact on other Units: None
Financial Impact: None.
Learning Outcomes Supported: No changes
Support from assessment activities: The School Psychology faculty conducted a full program curriculum review to examine areas of redundancy. These changes continue to match to accreditation requirements and make the program more efficient.

SCHP 650 Introduction to Professional Practice in School Psychology (1)

SUPPORTING INFORMATION
Rationale: SCHP 650 and SCHP 540 (Seminar in School Psychology) are introductory classes which provide students with knowledge of the roles and functions of school psychologists. Course content from SCHP 650 will be provided in SCHP 540. Therefore SCHP 650 can be deleted.
Impact on other Units: None
Financial Impact: None.
Learning Outcomes Supported: No changes
Support from assessment activities: The School Psychology faculty conducted a full program curriculum review to examine areas of redundancy. These changes continue to match to accreditation requirements and make the program more efficient.

Approved

ITEM 6: REVISE DESCRIPTION AND CREDIT HOURS

SCHP 540 Seminar in and Practicum in School Psychology (4) Introduction to the field of school psychology, including the roles that school psychologists assume, clients served, and effective services for diverse populations. Includes school-based interactions, interviews and observations with school psychologists and related educational professionals.

Formerly: SCHP 540 Seminar in School Psychology (3) Essentials of theory and practice of school psychology as professional specialty. Consideration of history and current issues in school psychology.

SUPPORTING INFORMATION
Rationale: SCHP 540 and SCHP 650 (Introduction to Professional Practice in School Psychology) are introductory classes which provide students with knowledge of the roles and functions of school psychologists. SCHP 540 is a lecture-based class while SCHP 650 requires student to shadow a school psychologist to observe the daily job requirements. Content is more efficiently and coherently delivered in a single course. This new class would be titled SCHP 540: Seminar and Practicum in School Psychology and would be 4 credits to reflect the combination of course content and applied experiences. SCHP 650 is being dropped in this same set of course changes.
Impact on other Units: None
Financial Impact: None.
Learning Outcomes Supported: No changes
Support from assessment activities: The School Psychology faculty conducted a full program curriculum review to examine areas of redundancy. These changes continue to match to accreditation requirements and make the program more efficient.

Approved

ITEM 7: REVISE DESCRIPTION

SCHP 546 Practicum in Consultation and Intervention (1-6) Didactic instruction for and supervised school-based experiences in behavioral consultation.

Formerly: SCHP 546 Practicum in Consultation and Intervention (1-6) Application of consulting and intervention skills to educational settings.

SUPPORTING INFORMATION
Rationale: We are combining an existing didactic class (SCHP 545 Psychoeducational Consultation) with the practicum (SCHP 546) to reduce redundancy in the program. SCHP 545 is being dropped in this same set of course changes.
Impact on other Units: None
Financial Impact: None.
Learning Outcomes Supported: None
Support from Assessment Activities: The School Psychology faculty conducted a full program curriculum review to examine areas of redundancy. These changes continue to match to accreditation requirements and make the program more efficient.

Approved

II. PROGRAM CHANGES

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

ITEM 8: ADD CERTIFICATE – DEAFNESS REHABILITATION

In the 2016-2017 Graduate Catalog, add text and requirements for new certificate: Deafness Rehabilitation to appear as follows:

Deafness Rehabilitation Graduate Certificate
The deafness rehabilitation certificate is a distance education program available to students whose career interests relate to working with individuals who are deaf or hard of hearing. This 12 credit-hour certificate is limited to those students who demonstrate at least an intermediate level of skill with the Sign Language Proficiency Inventory (SLPI) prior to admission to the certificate. Courses specific to the Graduate Certificate in Deafness Rehabilitation are taught via distance education and integrate American Sign Language (ASL) as the primary means of delivery of lecture material. Required courses are:
ASL 520 Deaf Culture (delivered through Dept. of Theory and Practice of Teacher Education)
RHCO 521: Rehabilitation Services in the Deaf Community
RHCO 522: Communication with Person who are Deaf or Hard of Hearing
RHCO 523: Special Populations & Topics in Deafness Rehabilitation

The four required courses of the Graduate Certificate in Deafness Rehabilitation will be taught during one semester. In that semester, students will be required to be present at the Knoxville campus for individualized instruction in counseling skill for approximately one week. Students may pursue the certificate independently or may complete it in addition to the Counseling Major, (MS) - Rehabilitation Counseling Concentration. The concentration will be offered periodically, according to volume of requests for admissions, external funding, and other considerations.

Program Contact: Ms. Lisa Rimmell, M.S., CRC., CI/CT, lrimmell@utk.edu

SUPPORTING INFORMATION:
Rationale: There is such a need to educate persons for positions in Deafness Rehabilitation that the U.S. Department of Education, Rehabilitation Services Administration is providing training grants to universities to provide the necessary graduate training for the purpose of preparing students to become qualified as Rehabilitation Counselors working with specialty populations of individuals who are deaf or hard of hearing. The Rehabilitation Counseling concentration of the MS in Counseling degree at the University of Tennessee earned one of these grants, awarded during fall semester, 2014.
Impact on Other Units: The Deaf Culture course will be taught through TPTE, through agreement with TPTE.
Financial Impact: The 12-credit hour certificate will require that four additional courses be taught in two separate terms (thus twice) within the five-year grant cycle. The grant contains funding for one of the courses each time it is taught. The

Departments (EPC and TPTE) will hire adjunct instructors to teach the others. As the certificate is taught through Distance Education, the UT Distance Education incentive times the conservative estimate of numbers of students completing the certificate (and the 48-hour Master's Degree in Rehabilitation Counseling, also funded by the grant) will more than cover the costs of hiring adjuncts to teach the graduate courses.
Learning Outcomes Supported: 1, 2, 3, 4, 5
Assessments of Need: Faculty review of community need; Federal grant opportunity.

Approved

ITEM 9: DROP DEAFNESS REHABILITATION SPECIALIZATION FROM THE MS COUNSELING MAJOR.

In the 2016-2017 Graduate Catalog, drop the Deafness Rehabilitation Specialization and all related text from the Counseling Major, MS Degree.

URL: http://catalog.utk.edu/preview_program.php?catoid=12&poid=4267&returnto=1068

SUPPORTING INFORMATION:
Rationale: With the introduction of the certificate in Deafness Rehabilitation, the specialization is no longer needed. There are no students in the Specialization program now.
Impact on Other Units: None.
Financial Impacts: None. The specialization is underused. Yet, the Certificate that will replace it enables federal grant support, with very strong expectation of adequate use.
Learning Outcomes Supported: None.
Support from Assessment Activities: Faculty review of community need and student use.

Approved

ITEM 10: DROP COUNSELING MAJOR, (MS) – PSYCHOSOCIAL REHABILITATION CONCENTRATION

URL http://catalog.utk.edu/preview_program.php?catoid=12&poid=4267

In the 2016-2017 Graduate Catalog, drop the Psychosocial Rehabilitation Concentration and all related text from the MS Counseling Major.

SUPPORTING INFORMATION:
Rationale: This concentration has not been used. It is redundant with the Rehabilitation Counseling Concentration (MS in Counseling – Rehabilitation Counseling Concentration). No need for both.
Impact on Other Units: None.
Financial Impact: None
Learning Outcomes Supported: None.
Support from Assessment Activities: Faculty review.

Approved

ITEM 11: REVISE REQUIREMENTS FOR THE COUNSELING MAJOR, MS DEGREE – SCHOOL COUNSELING CONCETRATION

In the 2016-2017 graduate catalog, revise the requirements of the MS Counseling Major, School Counseling Concentration as follows:

http://catalog.utk.edu/preview_program.php?catoid=17&poid=6821&returnto=1770

FROM:
Counseling Major, (MS) - School Counseling Concentration

The school counseling concentration (48 hours) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Its purpose is to prepare graduates who will assume the major responsibilities of a counselor within elementary and secondary schools. Applicants for degrees in this field must present satisfactory evidence of academic ability and adequacy of personal characteristics and goals as determined by recommendations of employers,

instructors, and colleagues, and by scores of the aptitude portion of the Graduate Record Examination. The concentration requires a 600-hour internship in a school site during the second year to prepare students for practice. Students enrolled complete a program that includes core courses, clinical courses, and electives. Those applicants who have not had teaching experience may be required to complete additional courses. Graduates will fulfill the license requirements for PreK-12 School Counseling in Tennessee and in most states of the United States although some states may have additional experience and testing requirements.

Requirements

First Year	Hours Credit
COUN 480, COUN 535, COUN 550, COUN 551, COUN 554, COUN 555, COUN 570	21
EDPY 510	3
Year 1 Total	24

Second Year	
COUN 525, COUN 552	6
COUN 558	6
EDPY 550	3
*SPED 570	3
Electives	6
Year 2 Total	24

Total hours required 48
* Individuals with teaching license can substitute an elective for this course.

TO:

Counseling Major, (MS) - School Counseling Concentration

The purpose of the school counseling concentration is to prepare students to become professional school counselors within preK-12 schools in Tennessee and most states. The school counseling concentration (60 hours) is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP). Program goals are based on CACREP and American School Counselor Association (ASCA) Standards; we seek to prepare students in professional identity; knowledge, skills, and practice in the foundations of school counseling, and strong clinical instruction. We strive to foster professional school counselors who are open and self-aware, and who demonstrate commitment, respect, and integrity.
Applicants for degrees in this field must present satisfactory evidence of academic ability and adequacy of personal characteristics and goals as determined by professional recommendations, scores on the Graduate Record Examination, previous experience with children and youth, and responses to written and oral questions. Graduates will fulfill the license requirements for PreK-12 School Counseling in Tennessee and in most states of the United States although some states may have additional experience and testing requirements. Graduates can complete the program in two years and two summers.
The concentration requires 700-hours of fieldwork in a school site to prepare students for practice. Enrolled students complete a program that includes core courses, clinical courses, and electives. Those applicants who have not had teaching experience may be required to complete additional courses. The faculty provides a challenging and supportive learning community where students engage in a rigorous and highly experiential program of study.

Requirements

	Hours Credit
COUN 480, COUN 525, COUN 535, COUN XXX(545), COUN 550, COUN 551, COUN 552, COUN 554, COUN 555, COUN 558 (6 hours), COUN 5XX (565), COUN 570,	~~36~~ 39
SPED 570*, SPED 566*	6
SCHP 690	3

EDPY 550	3
~~Counseling Children and Adolescents course (as advised)~~	~~3~~
Three electives as advised	9
Total hours required	60

* Individuals with teaching license can substitute an elective for this course.

SUPPORTING INFORMATION:

Rationale: In order to maintain our accreditation from the Council for Accreditation of Counseling and Related Educational Programs (CACREP), we must move from 48 to 60 credit hours for the school counseling program (in CACREP 2016 standards, all such programs must be 60CR). This requires us to add four (4) courses to our existing requirements. New curriculum requirements will add to the training and preparation of our students.

Impact on other units: Students will be required to take SPED 566 as part of their curriculum. We have already spoken to Dave Cihak, SPED coordinator, and the addition of these students will not be an undue burden. Other courses are taught within our department.

Financial Impact: The financial impact should be minimal. Three of the four courses are existing courses already taught within COUN, SCHP, or SPED. The fourth course, a proposed new course in counseling children and adolescents, which will be taught during alternate summers, which should not cause a financial impact on the program or department.

Learning Outcomes Supported: The areas of study within the additional credit hours may increase student success in learning outcomes 1, 2, & 3.

Support from Assessment Activities: Faculty of the CACREP accredited Counselor Education Programs assigned a subcommittee to consider the needed change. This committee considered potential weaknesses of our School Counseling Concentration graduates, considering comments from exit interviews and from site supervisors. The committee then recommended the most economic course they saw to: meet the new requirement for accreditation and strengthen graduates for the needs of their workplaces. The full faculty of the CACREP accredited Counselor Education Programs discussed and approved the proposed changes.

Approved with Noted Revisions

ITEM 12: REVISE SHOWCASE FOR THE (IT) INSTRUCTIONAL TECHNOLOGY – ONLINE TEACHING AND LEARNING CERTIFICATE

In the 2016-2016 Graduate Catalog, revise the Instructional Technology Online Teaching and Learning Certificate as follows:

url http://catalog.utk.edu/preview_program. php?catoid=19&poid=8084

FROM:

Requirements
- IT 570
- IT 532
- IT 566
- IT 573
- IT 577

TO:

Requirements
- IT 570
- IT 532
- IT 566
- IT 573 or another course approved by the Certificate Coordinator. Students who can demonstrate advanced skills that meet or exceed the learning objectives of IT573 may replace the course with another as advised.
- IT 577

SUPPORTING INFORMATION

Rationale: Some students have entered the program with advanced media development skills beyond the student learning outcomes for IT573. In such cases we hope to further their learning in other areas. We ask that the student obtain approval from the Certificate Coordinator.

Impact on Other Units: None

Financial Impact: No financial impact

Learning Outcomes Supported: None
Support from Assessment Activities: Since we began offering this graduate certificate in 2013, we have found that students who already have basic media development skills and do not need the content of IT573, yet are interested in obtaining the certificate because they do not have the knowledge or skills for the rest of the certificate requirements.

Approved

ITEM 13: REVISE LIST OF MAJORS AND DEGREES FOR THE DEPARTMENT

http://catalog.utk.edu/preview_entity.php?catoid=19&ent_oid=1955&returnto=2120

In the 2016-2017 Graduate Catalog, revise the list of majors and degrees on the departmental page to reflect changes to the MS Counseling and Graduate Certificate Programs as follows:

FROM:
Counseling MS
   Clinical mental health counseling concentration
   Psychosocial rehabilitation concentration
   Rehabilitation counseling concentration
   School counseling concentration
Graduate Certificate Programs
   Cultural studies in education
   Evaluation, statistics and measurement
   Grief, loss, and trauma
   Online teaching and learning
   Qualitative research methods in education
TO:
Counseling   MS
   Clinical mental health counseling concentration
   Rehabilitation counseling concentration
   School counseling concentration
Grad Certificate Programs
   Cultural studies in education
   Evaluation, statistics and measurement
   Deafness Rehabilitation
   Grief, loss, and trauma
   Online teaching and learning
   Qualitative research methods in education

SUPPORTING INFORMATION
Rationale: Changes reflect dropping the psychosocial rehabilitation concentration and adding the deafness rehab graduate certificate in our list of majors and degrees.
Impact on Other Units: None
Financial Impact: None…this is to bring the departmental list of programs in line with the revisions we have made.
Learning Outcomes Supported: None
Support from Assessment Activities: None

Approved

KINESIOLOGY, RECREATION, AND SPORT STUDIES (Graduate)
All Changes Effective Fall 2016

STUDENT LEARNER OUTCOMES

1. Students will apply sport management and therapeutic recreation principles in professional settings.
2. Students will demonstrate an understanding of the foundational knowledge and skills needed in the sport management and therapeutic recreation profession.
3. Students will be able to conduct research and understand its importance in the decision-making process.

I. COURSE CHANGES

(RSM) RECREATION & SPORT MANAGEMENT

ITEM 1: REVISE GRADING RESTRICTION

590 Practicum (3)
Grading Restriction: A – F
Formerly: ~~No grading restriction~~ ~~S/NC Grading Only~~ *(per catalog review 11/10/15)*

Supporting Information
Rationale: **This provides an opportunity to differentiate levels of student performance.** ~~Currently students receive an "S" if they turn in all documents, acquire enough hours, and an evaluation is completed by their site supervisor. However, the time it takes to submit documents, the attention to detail, and the effort put into completing this paperwork varies from one student to another. Additionally, some students go above and beyond the call of duty while others simply do enough to get by in the course. In these cases, the high performing students deserve a better grade than some of their classmates. *Students will also have the opportunity to receive a GPA boost by changing the grading scale to A-F if they perform well in the course.* Changing the grading scale to A-F will also give students who perform well in the course a boost in their GPA.~~ *(per Rob Hardin, 11/6/2015 email)*

Impact: Students will invest more energy into being successful in their field experience opportunities to earn a good grade in the course.
Financial Impact: None
Learning outcomes supported: Student Learner Outcomes 1 and 3
Assessment activities leading to change: Review of work logs over the past year indicates the time and energy students invest in reflecting on their experiences and what they are learning each week. Additionally, site supervisor evaluation scores indicate some students are performing better than others.

Approved with Noted Revisions

DEPARTMENT OF NUTRITION
All changes effective Fall 2016

STUDENT LEARNER OUTCOMES

Learning objectives for the MS in Nutrition

1. Upon completing the masters degree program the student will attain entry level nutrition related employment.
2. Upon completing the program, students who have completed the dietetic internship option will have demonstrated the ability to understand, interpret, and apply the science of nutrition in individual, clinical, and community settings.
3. Upon completing the program the student will have demonstrated the ability to write a NIH-formatted specific aims and research strategy for a grant.
4. Upon completing the program, students in the public health nutrition concentration will have demonstrated the ability to apply public health nutrition skills in community settings.

I. COURSE CHANGES

ITEM1: REVISE RECOMMENDED BACKGROUND, ADD REGISTRATION RESTRICTION, AND DROP PREREQUISITE

NUTR 505 Nutrition Intervention in the Community (3) Assess food and nutrition needs across the socio-ecological model, define related problems, writing goals and objectives and design and evaluate interventions to meet the food and nutrition related needs in the community at all levels.
Registration Restriction: Available only to NUTR graduate students
Recommended Background: Advanced community nutrition course

Formerly:
(RE) Prerequisite(s): 412.
Registration Restriction: None
Recommended Background: Advanced community nutrition course or consent of the instructor.

SUPPORTING INFORMATION:
Rationale: Having NUTR 412 as a prerequisite prevented all incoming graduate students, except those from our undergraduate program, from registering for the course without going through administrative staff.
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 does not address a specific SLO.
Support from assessment activities: This change will clarify who is able to register for this course.

Approved

II. PROGRAM CHANGES

ITEM 2: REVISE REQUIREMENTS FOR THE NUTRITION MAJOR, MS (NON-THESIS OPTION; CELLULAR AND MOLECULAR CONCENTRATION)

http://catalog.utk.edu/preview_program.php?catoid=19&poid=8003&returnto=2120

In the 2016-2017 Graduate Catalog, revise the requirements for the Cellular and Molecular Nutrition Concentration under the Nutrition Major, MS (Non-thesis option) as follows:

FROM:

<u>Cellular and Molecular Nutrition concentration</u>
- Cellular and molecular nutrition students must take NUTR 511, NUTR 512, NUTR 543, NUTR 545, NUTR 616, (or NUTR 505, with consent of instructor), NUTR 618 and NUTR 621 (if 618 or 621 are not available, appropriate substitutions can be identified by the faculty advisor and approved by the Director of the Graduate Program).
- Cellular and molecular nutrition students must take LFSC 520, BCMB 440 and ANSC 550 (or appropriate substitutions, as identified by faculty advisor and approved by the Director of the Graduate Program).
- 3 hours in statistic/biostatistics are required.
- A culminating experience is required as approved by the student's committee (must register for at least 3 hours of NUTR 547, NUTR 548, or NUTR 549).
- A written comprehensive examination is required for completion of the program.

TO:

<u>Cellular and Molecular Nutrition concentration</u>
- Cellular and molecular nutrition students must take NUTR 511, NUTR 512, NUTR 543, NUTR 545, NUTR 616, (or NUTR 505, with consent of instructor), NUTR 618 and NUTR 621 (if 618 or 621 are not available, appropriate substitutions can be identified by the faculty advisor and approved by the Director of the Graduate Program).
- Cellular and molecular nutrition students must take LFSC 520, BCMB 440 and ANSC 550 (or appropriate substitutions, as identified by faculty advisor and approved by the Director of the Graduate Program).
- 3 hours in statistic/biostatistics are required.
- A culminating experience is required as approved by the student's committee (must register for at least 3 hours of ~~NUTR 547,~~ NUTR 548~~,~~ or NUTR 549).
- A written comprehensive examination is required for completion of the program.

SUPPORTING INFORMATION:
Rationale: NUTR 547 was inadvertently included on this list of options but was not agreed upon by the faculty. This course number is not used for the culminating experience.
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 does not address a specific SLO.
Support from assessment activities: This change will clarify what course numbers may be used for the culminating experience.

Approved

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION (Graduate)

All Changes effective Fall 2016

I. STUDENT LEARNER OUTCOMES

Learning Objectives for Spec Education Major, BS in Education
1. Planning: Proposes appropriate curricular objectives based on State and/or Common Core Standards.
2. Instruction: 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: Combines formative and summative assessment as appropriate to support, verify, and document learning.
4. Uses current technologies to maximize content learning in varied contexts.
5. Learning Environments: Designs a safe, positive learning climate of openness, mutual respect, support, and inquiry.
6. (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, a-b (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.

Learner Objectives for the MS in Teacher Education Track I
1, a-c 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

Learner Objectives for the MS in Teacher Education Track II

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)

Learning Objectives for the Teacher Education Major, EdS
1 Demonstrate an adoption of an experimental and problem-solving orientation
2, a-b Critically examine own practice and adapt teaching to new findings, ideas, and theories
3 Demonstrate quality of writing that is expected of advanced graduate students

Learning Objectives for the Education Major, PhD with Literacy Studies Concentration, Special Education, Deaf Education, and Interpreter Education Concentration and Teacher Education Concentration
1, a-b Demonstrates college-level teaching proficiency
2 Effectively supervises pre-service teacher candidates and collaborates 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, a-b Demonstrates the ability to do independent and/or collaborative research and the capacity to advance the knowledge base in his/her field.

II. COURSE CHANGES

(ASL) American Sign Language

ITEM 1: ADD FOR GRADUATE CREDIT

ASL 421 Deaf Culture and Community (3) Comprehensive overview of the Deaf and hard-of-hearing populations of North America. Consideration also given to similarities and differences with international Deaf communities. Students will explore beliefs, theories, and evidence about the experience of Deaf people. Examination of the concepts and implications of disability theory, social and medical models as ways of defining the Deaf population; demographics of the Deaf community; distinctions among the pre and post-lingually deaf, oral and sign language users, and under-represented groups that comprise the larger Deaf community; impact of deaf education on the history and organizational structure of the Deaf community.

SUPPORTING INFORMATION
Rationale: UTK has a full complement of five ASL courses including two that meet the General Education requirement for second/foreign languages. However we have no supporting courses related to social or cultural aspects of the Deaf community. There is a need for understanding Deaf cultures that use signed languages as their primary mode of communication in order to better understand the *appropriate use* of that language in various situations. Students majoring in fields related to deafness such as Deaf Education and Educational Interpreting have a need to understand Deaf culture in order to be able to work with their Deaf students or clients effectively and with respect. This is part of the accreditation standards and is currently being covered in ASL courses in a fragmented fashion. This course will also be of significance to students in the proposed Rehabilitation Counselor Education: Deafness Focus graduate certificate program in the Educational Psychology and Counseling department. Additionally it will be of interest to those students interested in the topics of culture, diversity, and disability studies. This course has already been approved for the undergraduate catalog.
Impact on other units: the proposed course will also be needed by Educational Psychology and Counseling department for their planned graduate certificate in Rehabilitation Counseling.
Format and course location: Lecture/on campus or online/distance education (depending on which section is offered).
Note: Initial offerings to be online only but we would eventually like to have lecture/on campus sections offered depending on the student demand and need.
Financial impact: This course is offered during the summer only but will move to Fall/Spring as resources become available to support the teaching load and to avoid impact on availability of faculty to teach other courses teaching loads of existing faculty.
Learner outcomes supported by this change: This change supports outcomes #6 and #7 in the Special Education BS program.
Support for this change from assessment activities: Informal strategic planning for the program by the Deaf Ed/Ed Interpreting team indicates a need for the course.

Approved

(EDDE) Education for the Deaf and Hard of Hearing

ITEM 2: REVISE COURSE TITLE, CREDIT HOURS, AND DESCRIPTION

EDDE 419 Speech Development and Aural Habilitation/Rehabilitation of the Deaf and Hard of Hearing (3) Introduction to speech development, perception and production of speech, fundamental aspects of auditory anatomy and physiology, amplification, and aural habilitation/rehabilitation.

Formerly: Speech Development of the Deaf and Hard of Hearing (4) Theories of speech development, approaches in training perception and production of speech, and aural habilitation. Practicum experiences.

SUPPORTING INFORMATION
Rationale: The course has a speech and audiology focus. The new title and description better reflect the content. We are no longer requiring a practicum with this class so we are reducing credit hours.
Impact on other units: none.
Financial impact: none.

Learner outcomes supported by this change: Learner outcomes are not impacted by this change.
Support for this change from assessment activities: Instructors note a speech and audiology focus imbedded in the course.

Approved

ITEM 3: REVISE COURSE DESCRIPTION

EDDE 523 Practicum with Deaf/Hard of Hearing (3) Supervised practicum **working** with deaf and hard of hearing students. Classroom management strategies **working** with deaf and hard of hearing students.

Formerly: Receptive and expressive language capabilities of hearing impaired student. Designing, teaching, and post-testing unit of instruction for remediation of specific language errors.

SUPPORTING INFORMATION
Rationale: Course description needed updating to reflect course experience.
Impact on other units. None
Financial impact: None.
Learner outcomes supported by this change: No learner outcomes are impacted by this change.
Support for this change from assessment activities: No assessment activities conducted. This is a minor wording change to better reflect the course content

Approved with Noted Revisions

ITEM 4: REVISE ~~COURSE COMMENT~~ TO ADD RECOMMENDED BACKGROUND

EDDE 528 Curriculum Development Applied to Programs for Deaf/Hard of Hearing (3)
Comment(s): Taught in American Sign Language.
Recommended Background: A minimum intermediate level on the Sign Language Proficiency Interview or equivalent is required.

Formerly: Comment(s): Taught in American Sign Language

EDDE 529 Teaching Reading, Writing, and Reasoning to D/HH (3)
Comment(s): Taught in American Sign Language.
Recommended Background: A minimum intermediate level on the Sign Language Proficiency Interview or equivalent is required.

Formerly: Comment(s): Taught in American Sign Language.

SUPPORTING INFORMATION
Rationale: For students to be successful in these classes, a minimum sign language proficiency level of intermediate is required. Track II students in the EDDE program are required to reach this proficiency level prior to their professional year and these courses; however, the revision clarifies for Track 1 students and online D/HH consortium students what is needed.
Impact on other units: None
Financial Impact: None
Leaner outcomes supported by this change: No learner outcomes are impacted by this change.
Support for this change from assessment activities: Instructors have observed that students below this proficiency level struggle to understand and participate in the course.

Approved

(ETEC) Educational Technology

ITEM 5: ADD

ETEC 588 Effective use of Interactive Whiteboards (3) Classroom applications of interactive whiteboards to support information literacy and 21st century skills; designed to enable teachers to use

and integrate an interactive whiteboard into the K-12 or post secondary curriculum. Includes the design and development of lesson activities that facilitate learning through the development of interactive components.

SUPPORTING INFORMATION
Rationale: ETEC (Educational Technology) is a new program area. This course is a required course for the EDS in Teacher Education with a concentration in Educational Technology. The course has been offered as a TPTE 595 course in the past.
Impact on other units: None
Format and location: Lecture on campus
Financial Impact: None. Current faculty already offer the course as a special topics course.
Learner outcomes supported by this change: No learner outcomes are impacted by this change.
Support for this change from assessment activities: Almost all classrooms in the schools that hire our students have interactive whiteboards resulting in a high demand for teachers to have the skill set needed to develop lessons using them.

Approved

III. PROGRAM CHANGES

ITEM 6: REVISE EDUCATION MAJOR, PhD, TO DROP READING SPECIALIZATION FROM LITERACY STUDIES CONCENTRATION

URL: http://catalog.utk.edu/preview_program.php?catoid=19&poid=7912&returnto=2120

In the 2016-2017 Graduate Catalog, revise the Education Major, PhD, to drop Reading Specialization from the Literacy Studies Concentration.

Approved

ITEM 7: REVISE EDUCATION MAJOR, PhD, ADD SPECIALIZATION IN LITERACY EDUCATION TO LITERACY STUDIES CONCENTRATION AS FOLLOWS:

URL: http://catalog.utk.edu/preview_program.php?catoid=19&poid=7912&returnto=2120

In the 2016-2017 Graduate Catalog, revise the Education Major, PhD, to add Literacy Education Specialization to the Literacy Studies Concentration as follows:

Education Major, PhD – Literacy Studies concentration

Literacy studies concentration offers specializations in children's and young adult literature, ESL, and literacy education.

SUPPORTING INFORMATION
Rationale: In the past ten years the field formerly known as Reading Education has been renamed by both its major research body (the National Reading Conference changed to Literacy Research Association) and its major practitioner/research dissemination organization (the International Reading Association renamed as the International Literacy Association). In order to reflect the field, contemporary job market, and constituent parts of the concentration, which include aspects of children and young adult literature and ESL/world language education, the name Literacy Education better suits this concentration.
Impact on other units: Only the concentration name will be changed. All courses and course prefixes will remain the same. There is no impact on other academic units.
Financial impact: none.
Learner outcomes supported by this change: No learner outcomes are impacted by this change.
Support for this change from assessment activities: No assessment activities conducted. This is a minor wording change to better reflect the concentration content.

ITEM 8: DROP READING EDUCATION CONCENTRATION FROM TEACHER EDUCATION MAJOR, MS, NON-LICENSURE TRACK 1

URL: http://catalog.utk.edu/preview_program.php?catoid=19&poid=8051&returnto=2120

In the 2016-2017 Graduate Catalog, drop Reading Education Concentration from Teacher Education Major, MS, Non-Licensure Track 1.

SUPPORTING INFORMATION

Rationale: In the past ten years the field formerly known as Reading Education has been renamed by both its major research body (the National Reading Conference changed to Literacy Research Association) and its major practitioner/research dissemination organization (the International Reading Association renamed as the International Literacy Association). In order to reflect the field, contemporary job market, and constituent parts of the concentration, which include aspects of children and young adult literature and ESL/world language education, the name Literacy Education better suits this concentration.

Impact on other units: Only the concentration name will be changed. All courses and course prefixes will remain the same. There is no impact on other academic units.

Financial impact: none.

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

Support for this change from assessment activities: No assessment activities conducted. This is a minor wording change to better reflect the concentration content.

ITEM 9: ADD LITERACY EDUCATION CONCENTRATION TO TEACHER EDUCATION MAJOR, MS, NON-LICENSURE TRACK 1

URL: http://catalog.utk.edu/preview_program.php?catoid=19&poid=8051&returnto=2120

In the 2016-2017 Graduate Catalog, add Literacy Studies Concentration to the Teacher Education Major, MS, Non-Licensure Track 1 as follows:

Literacy Education concentration • Non-Licensure Track 1

Thesis Option	Hours
[1]Core	9
Concentration (reading education courses)	12
[2]Related Studies	3
TPTE 500	6
Total Hours	30

[1]EDPY 577 or other approved research design course; TPTE 517; 3 hours determined by student and advisor.
[2]   Choose 3 graduate hours from language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.

Non-Thesis Option	Hours
[1]Core	12
Concentration (reading education courses)	12
[2]Related Studies	9
Total Hours	30

1   EDPY 550, EDPY 577, EDAM 516, or other approved research design course; TPTE 517; 6 hours determined by student and advisor.

2   Choose 9 hours from language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.

SUPPORTING INFORMATION

Rationale: In the past ten years the field formerly known as Reading Education has been renamed by both its major research body (the National Reading Conference changed to Literacy Research Association) and its major practitioner/research dissemination organization (the International Reading Association renamed as the International Literacy Association). In order to reflect the field, contemporary job market, and constituent parts of the concentration, which include aspects of children and young adult literature and ESL/world language education, the name Literacy Education better suits this concentration.

Impact on other units: Only the concentration name will be changed. All courses and course prefixes will remain the same. There is no impact on other academic units.

Financial impact: none.

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

Support for this change from assessment activities: No assessment activities conducted. This is a minor wording change to better reflect the concentration content.

Approved

ITEM 10: REVISE TEACHER EDUCATION MAJOR, MS, NON-LICENSURE TRACK 1 DESCRIPTION

URL: http://catalog.utk.edu/preview_program.php?catoid=19&poid=8051&returnto=2120

In the 2016-2017 Graduate Catalog, revise the Teacher Education Major, MS, Non-Licensure Track 1 description, first paragraph, 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; mathematics education; reading 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; 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: In the past ten years the field formerly known as Reading Education has been renamed by both its major research body (the National Reading Conference changed to Literacy Research Association) and its major practitioner/research dissemination organization (the International Reading Association renamed as the International Literacy Association). In order to reflect the field, contemporary job market, and constituent parts of the concentration, which include aspects of children and young adult literature and ESL/world language education, the name Literacy Education better suits this concentration.

Impact on other units: Only the concentration name will be changed. All courses and course prefixes will remain the same. There is no impact on other academic units.

Financial impact: none.

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

Support for this change from assessment activities: No assessment activities conducted. This is a minor wording change to better reflect the concentration content.

Approved

ITEM 11: REVISE REQUIREMENTS FOR SPECIAL EDUCATION CONCENTRATION, TEACHER EDUCATION MAJOR, MS, LICENSURE TRACK 2: INITIAL LICENSURE PROGRAM

URL: http://catalog.utk.edu/preview_program.php?catoid=19&poid=8051&returnto=2120

In the 2016-2017 Graduate Catalog, revise the requirements for Special Education Concentration, Teacher Education Major, MS, Licensure Track 2: Initial Licensure program as follows:

FROM:

Licensure Track 2: Initial Licensure Programs
Special Education concentration
SPED 553, SPED 557; 6 hours of electives (see advisor).

TO:

Licensure Track 2: Initial Licensure Programs
Special Education concentration
SPED 553, <u>SPED 556</u>; 6 hours of electives (see advisor).

> **SUPPORTING INFORMATION**
> Rationale: The Tennessee Department of Education has changed special education teacher licensure standards to reflect knowledge and skills related to teaching students with emotional and behavioral disorders. This proposed change will align the program with the new licensure standards.
> Impact on other units: This proposed change does not impact other units since the licensure standards apply to special education only. Additionally, the SPED 557 - Classroom Management course is not a required course by other programs or academic units.
> Financial Impact: There is no financial impact. SPED 556 - Methods of Teaching Students with Emotional and Behavioral Disorders has already been offered for the past several years.
> Learner outcomes supported by this change: No learner outcomes are impacted by this change.
> Support for this change from assessment activities: No assessments done; this change is necessary to comply with state licensure requirements.

Approved

ITEM 12: REVISE TEACHER EDUCATION MAJOR, EdS

URL: http://catalog.utk.edu/preview_program.php?catoid=19&poid=8050&returnto=2120

In the 2016-2017 Graduate Catalog, revise Teacher Education Major, EdS, to reflect the change from reading education to literacy education as follows:

FROM:

Teacher Education Major, EdS

The department offers a Specialist in Education degree with a major in teacher education. This degree is designed for those students who already possess a master's degree in education. Exceptions may be made only by the faculty of the program to which the student is applying. The Specialist in Education with a major in teacher education encompasses concentrations in educational technology; elementary education; English education; mathematics education; reading education; science education; social science education; special education; teaching and learning; and World Language/ESL education.

These concentrations require completion of a minimum of 30 hours of coursework beyond the master's, including 6 hours in core courses, 18 hours in specialized courses, and 6 hours to be determined by the student's committee. Both thesis and non-thesis options are available.

TO:

Teacher Education Major, EdS

The department offers a Specialist in Education degree with a major in teacher education. This degree is designed for those students who already possess a master's degree in education. Exceptions may be made only by the faculty of the program to which the student is applying. The Specialist in Education with a major in teacher education encompasses concentrations in educational technology; elementary education; English education; <u>literacy education;</u> mathematics education; science education; social science education; special education; teaching and learning; and World Language/ESL education.

These concentrations require completion of a minimum of 30 hours of coursework beyond the master's, including 6 hours in core courses, 18 hours in specialized courses, and 6 hours to be determined by the student's committee. Both thesis and non-thesis options are available.

SUPPORTING INFORMATION
Rationale: In the past ten years the field formerly known as Reading Education has been renamed by both its major research body (the National Reading Conference changed to Literacy Research Association) and its major practitioner/research dissemination organization (the International Reading Association renamed as the International Literacy Association). In order to reflect the field, contemporary job market, and constituent parts of the concentration, which include aspects of children and young adult literature and ESL/world language education, the name Literacy Education better suits this concentration.
Impact on other units: Only the concentration name will be changed. All courses and course prefixes will remain the same. There is no impact on other academic units.
Financial impact: none.
Learner outcomes supported by this change: No learner outcomes are impacted by this change.
Support for this change from assessment activities: No assessment activities conducted. This is a minor wording change to better reflect the concentration content.

Approved

ITEM 13: REVISE DEPARTMENT MAJORS LIST AND INFORMATION TEXT

URL: http://catalog.utk.edu/preview_entity.php?catoid=19&ent_oid=1960&returnto=2120

In the 2016-2017 Graduate Catalog, on the department information page, revise the majors list and information text to reflect our revisions as follows:

FROM:

MAJORS   DEGREES
Education   PhD
Literacy studies concentration   (specializations in children's and young adult literature, ESL and reading)
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
Mathematics education concentration
Reading 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
Mathematics education concentration
Reading 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

Financial Assistance

The department offers a variety of scholarship and financial assistance opportunities and graduate assistantships for qualified students. For application forms visit the departmental website or contact our departmental office.

TEACHER EDUCATION

The department offers programs for students seeking Tennessee Licensure in the following areas – art education (K-12); elementary teaching (K-5); English as a Second Language (PreK-12); mathematics (6-8); mathematics education; science (6-8); science education; secondary content field teaching (6-12) in English education; social sciences education; special education (K-12); special education for the deaf and hard of hearing; World Language education (PreK-12); early childhood special education endorsement; gifted education endorsement; reading endorsement. The program features a professional year internship with accompanying coursework, which may lead to a master's degree with a major in teacher education. Specialized coursework leading to a certificate in urban education is also available in the area of urban teaching.

For admission, most programs (except the Licensure Track 2 Initial Licensure/Master of Science) require current scores from the GRE general section, and all require a departmental application form and letters of recommendation. For additional information about the various programs of study and admission, write to the Student Services Center in the College of Education, Health, and Human

Sciences, Bailey Education Complex A332. http://www.utk.edu/departments/advising or visit the departmental website at http://web.utk.edu/%7Etpte/.

DISTANCE EDUCATION

Courses leading to a Non-Licensure Track 1 Master's concentration in STEM (Science, Engineering, Mathematics and Technology) with a specialization in Gifted Education are available via Distance Education.

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 reading); 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:

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
<u>Literacy education concentration</u>
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
<u>Literacy education concentration</u>
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

Financial Assistance

The department offers a variety of scholarship and financial assistance opportunities and graduate assistantships for qualified students. For application forms visit the departmental website or contact our departmental office.

TEACHER EDUCATION

The department offers programs for students seeking Tennessee Licensure in the following areas – art education (K-12); elementary teaching (K-5); English as a Second Language (PreK-12); mathematics (6-8); mathematics education; science (6-8); science education; secondary content field teaching (6-12) in English education; social sciences education; special education (K-12); special education for the deaf and hard of hearing; World Language education (PreK-12); early childhood special education endorsement; gifted education endorsement; reading endorsement. The program features a professional year internship with accompanying coursework, which may lead to a master's degree with a major in teacher education. Specialized coursework leading to a certificate in urban education is also available in the area of urban teaching.

For admission, most programs (except the Licensure Track 2 Initial Licensure/Master of Science) require current scores from the GRE general section, and all require a departmental application form and letters of recommendation. For additional information about the various programs of study and admission, write to the Student Services Center in the College of Education, Health, and Human Sciences, Bailey Education Complex A332. http://www.utk.edu/departments/advising or visit the departmental website at http://web.utk.edu/%7Etpte/.

DISTANCE EDUCATION

Courses leading to a Non-Licensure Track 1 Master's concentration in STEM (Science, Engineering, Mathematics and Technology) with a specialization in Gifted Education are available via Distance Education.

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 <u>literacy education</u>); 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).

SUPPORTING INFORMATION

Rationale: In the past ten years the field formerly known as Reading Education has been renamed by both its major research body (the National Reading Conference changed to Literacy Research Association) and its major practitioner/research dissemination organization (the International Reading Association renamed as the International Literacy Association). In order to reflect the field, contemporary job market, and constituent parts of the concentration, which include aspects of children and young adult literature and ESL/world language education, the name Literacy Education better suits this concentration.

Impact on other units: Only the concentration name will be changed. All courses and course prefixes will remain the same. There is no impact on other academic units.

Financial impact: none.

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

Support for this change from assessment activities: No assessment activities conducted. This is a minor wording change to better reflect the concentration content.

Approved

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES
All changes effective Fall 2016

STUDENT LEARNER OUTCOMES

Learning objectives for PhD in Education with a concentration in Leadership Studies:
1. As student matriculates through program, student will design and present original research at national and/regional venue and publish at least one scholarly article.
2. Students will propose independent research, demonstrating the ability to design and defend research proposals.

Learning objectives for Higher Education PhD:
1. HEA student will relate classroom experiences to current trends and practices in the field by attending and/or participating in at least one professional conference per year in the program.
2. HEA students will propose independent research, demonstrating the ability to design and defend research proposals.

Learning objectives for EdS in Education with a concentration in Educational Administration:
1. Students will illustrate mastery of the core knowledge of the PreK-12 school leadership field, as guided by the professional standards.
2. Students will demonstrate the skills and dispositions required for PreK-12 school leadership licensing.
3. Students will produce independent action research, located in a school setting, demonstrating the ability to design research studies, collect and analyze data, and communicate findings.

Learning objectives for College Student Personnel:
1. CSP students will relate classroom experiences to current trends and practices in the field by attending and/or participating in at least one professional conference during their two years in the program.
2. CSP students will practice classroom-learned competencies and identify new job-related skills by effectively completing a meaningful, learning-based practicum experience.

Learning objectives for MS in Educational Administration:
1. Students will illustrate mastery of the core knowledge of the PreK-12 school leadership field, as guided by the professional standards.
2. Student will apply the skills and dispositions required for PreK-12 school leadership licensing.
3. Students will exhibit an understanding of a specialized area of competency for K-12 leadership practice.

Learning objectives for PreK-12 Licensure Certificate in Educational Administration:
1. Students will illustrate mastery of the core knowledge of the PreK-12 school leadership field, as guided by the professional standards.
2. Students will demonstrate the skills and dispositions required for PreK-12 school leadership licensing.

EDUCATIONAL LEADERSHIP AND POLICY STUDIES

<mark>OLD BUSINESS</mark>
Items tabled Sept 9, 2015

I. COURSE CHANGES

(EDAM) Educational Administration

OLD BUSINESS (Sept Item 3): DROP
(In September this came to the committee as a request to revise the title. The committee tabled the revision because the new title did not correlate with the existing catalog description; it appears it may need to be a new course.)

EDAM 553 Strategic Planning (3)

SUPPORTING INFORMATION

Rationale: We are dropping this course and adding a new course with a new description and content, EDAM 552. This course needed to change to meet new state licensure requirement for Principal Preparation and is consonant with SACS student learner outcome about mastery of the core knowledge of Pre-K12 leadership field. Impact on other units: None. Financial Impact: None.

Approved

OLD BUSINESS (Sept Item 4): DROP PRIMARY CROSS-LISTED COURSE
(In September this came to the committee as a request to drop the cross-listing and revise the title. The committee tabled this revision because the new title did not correlate with the existing catalog description. However, the secondary course, HEAM 516, was dropped at our September meeting.)

EDAM 516 Research Methods (3)

SUPPORTING INFORMATION
Rationale: EDAM 516 and HEAM 516 are cross listed. The EDAM course changed its focus, therefore it wishes to remove the cross-listing and drop the course. A new course will be added, EDAM 520. This course needed to change to meet the new licensure requirements for Principal Preparation and is consonant with SACS student learner outcome about mastery of the core knowledge of Pre-K12 leadership field. EDAM owns the course. Impact on other units: No relationship. Format of Course: Regular semester format. Financial Impact: None.

Approved

(HEAM) HIGHER EDUCATION ADMINISTRATION

OLD BUSINESS (Sept Item 10): ADD (6 Courses)
(In September this came to the committee as a request to add 6 courses. The committee tabled action because they felt there needed to be stronger supporting information for the creation of the courses than the stated "changing from special topics."   Concern was also noted that six new courses were being added but none of them indicated support for SACs student learner outcomes. How do these courses benefit our students and how do we know that? The rationales also contained erroneous language about cross-listing that was probably the result of a cut and paste. The committee did not necessarily see a problem with the courses; however, they wanted to see stronger supporting documentation for the courses to move forward than what was originally provided.)

HEAM 517 Assessment in Student Affairs (3)   This course is designed to provide the aspiring or current practitioner with a basis for departmental assessment to promote effective design, implementation, and strategic planning. The course will include rationale for assessment practice, an overview of formal and informal assessment efforts at multiple levels (unit/department, institution, professional), and an introduction to national standards.

Rationale: Change course from a special topics course to a standard course. This course is a required component of the College Student Personnel program. Assessment has become a critical competency required by student affairs practicners. We tried it out as a special topics course and now seek to change it to a regular course. The course is consonant with the SACS learner outcomes for CSP and with current practices in the field. Impact on other units: None. Format of Course: Regular semester format. Financial Impact: None

Learner Outcomes: This course supports learning outcome # 1 in the College Student Personnel program.
Support from assessment activities: We undertook a systematic assessment of the needs in the field as presented in existing research and literature. This assessment led us to add the course to the CSP program.

HEAM 518 Research Design in Student Affairs (3) This course introduces the core concepts and applications of research design in student affairs. Areas of emphasis include locating, interpreting, critiquing, and writing about research in the field.

Rationale: EDAM 516 and HEAM 516 were cross listed. EDAM owns the course and will keep it. HEAM will add the new course number HEAM 518 and new title since it was a required course for the CSP program. Impact on other units: No relationship to other courses within or outside of program. Format of Course: Regular semester format. Financial Impact: None. Nothing has changed except the new number and title.

Learner Outcomes: None. We are not changing the course content or catalog description. We were forced to change the number in uncross-listing it from a course description that did change (EDAM 516). This has long been a required course in the CSP program necessary for students to learn to conduct research for their problems papers.
Support from assessment activities: We are changing to a standard course based on the Council for the Advancement of Standards in Higher Education which continues to guide the content of the program.

HEAM 520 Finance and Budgeting in Student Affairs (3)   The purpose of Finance and Budgeting in Higher Education is to expose emerging student affairs practitioners and/or college administrators to the essential elements of budgeting and financial management in higher education. Emphasis will be placed on understanding basic principles of budgeting, the role of budget managers, budget and finance terminology, and emerging practices and policies that influence higher education finance. Furthermore, this course is designed to provide emerging practitioners with the opportunity to learn, discuss, and analyze the relationship between financial management and fiscal decision-making.

Rationale: Change course from a special topics course to a standard course. This course is an important component of the College Student Personnel program. Finance and budgeting has become a critical competency required by student affairs practicners. The course is consonant with the SACS learner outcomes for CSP and with current practices in the field. Impact on other units: No relationship. Format of Course: Regular semester format. Financial Impact: None

Learner Outcomes: This course supports learning outcome # 1 in the College Student Personnel program.
Support from assessment activities: We are changing to a standard course based on the Council for the Advancement of Standards in Higher Education which continues to guide the content of the program.

HEAM 521 Multiculturalism in U. S. Higher Education (3)   The course purpose is for students to gain awareness, knowledge and skill that will allow you to identify and interrupt forms of oppression (racism, sexism, genderism, able-ism, classism, and homophobia) detrimental to inclusive learning communities (e.g., higher education) and working environments. During the semester, you are encouraged to investigate power, privilege, and oppression using your multiple intersecting identities as a lens for exploring and promoting social justice.

Rationale: Change course from a special topics course to a standard course. This course is an important component of the College Student Personnel program. Multicultural understanding has become a critical competency required by student affairs practicners. The course is consonant with the SACS learner outcomes for CSP and with current practices in the field. Impact on other units: No conflict; has been taught for three years as a special topics course. It is a required course in the College Student Personnel program.   Format of Course: Regular semester format. Financial Impact: None.

Learner Outcomes: This course supports learning outcome # 1 in the College Student Personnel program.
Support from assessment activities: We are changing to a standard course based on the Council for the Advancement of Standards in Higher Education which continues to guide the content of the program.

HEAM 620 Uses of Large Data Sets in Educational Research (3) This course introduces students to large national datasets and applications of these datasets in educational research. This class includes discussions on various national data, and statistical procedures and research designs appropriate for national data, as well as hands-on exercises on exploring feasible research topics using the datasets. Students are required to complete research projects using the national data sponsored by the National Center for Education Statistics (NCES) in this class.

> **SUPPORTING INFORMATION**
> Rationale: Change course from a special topics course to a standard course. This course is consonant with SACS Learner Outcomes for the Higher Education Administration PhD (#2). It was added to help doctoral students develop and defend research proposals based on the use of large data sets. Impact on other units: None. It has no relationship to other courses or programs. Format of Course: Regular semester format. Financial Impact: None.
>
> Learner Outcomes: This course supports learning outcome # 1 and # 2 in the PhD in Education with a concentration in Leadership Studies and with # 2 in the Higher Education PhD program.
> Support from assessment activities: We are changing to a standard course to serve the needs of our doctoral students.

HEAM 625 History & Philosophy of Higher Education (3) This course is intended to serve as an introduction to the study of American Higher Education. The course offers an overview of the historical development and philosophical evolution of American Higher Education and engages major principles and issues related to higher education mission, curriculum, governance, student life, and faculty role and responsibility. Also engaged in the course are contemporary critique and reform movements that are shaping the future of American Higher Education.

> SUPPORTING INFORMATION
> Rationale: Change course from a special topics course to a standard course. On the bases of the internal review of the program the faculty determined the need to have this as a required, core course. Impact on other units: None. It is a required course in Higher Education Administration PhD program. Format of Course: Regular semester format. Financial Impact: None.
>
> Learner Outcomes: None No SACS learner outcomes are involved. However, an understanding of the history and philosophy of Higher Education is vital to becoming a higher education administrator.
> Support from assessment activities: Changing to a standard course because it is required in the Higher Education PhD program.

Approved

<p align="center">**EDUCATIONAL LEADERSHIP AND POLICY STUDIES**</p>

NEW BUSINESS

I. COURSE CHANGES

(293) Educational Administration

ITEM 1: ADD COURSE

EDAM (5XX) 520 Using Data for School Improvement (3) Data-based decision- making is an introduction to the uses of disciplined inquiry as a tool for planning, problem solving, decision-making, program improvement, and communicating in school and school-related contexts. The goal of this course is to provide students with the quantitative and qualitative techniques that are needed to engage in the process of school improvement planning through the use of empirical data.

SUPPORTING INFORMATION
Rationale: Formerly EDAM 516, Research Methods. This course needed to change to meet new state licensure requirements for Principal Preparation. Format of Course: Regular full term course taught on line. Impact on other units: None. Financial Impact: None.

Learner Outcomes: This course supports SACS learner outcome # 1 for the EdS, MS, and PreK-12 Certificate programs. Support from assessment activities: It is consonant with SACS student learner outcomes about mastery of the core knowledge of Pre-K12 leadership field.

EDAM (5XX) 552 Educational Change for School Leaders (3) This course will assist aspiring leaders in developing strategies for implementing change in school settings. The course will include emphasis on creating conditions for change as well as planning, implementing, and managing change through the collaboration, involvement, and motivation of all stakeholders. First and second order change will be considered as part of this emphasis. Reform models, as well as transitional and sustainable leadership, will be examined.

SUPPORTING INFORMATION

Rationale: Formerly EDAM 553, Strategic Planning. This course needed to change to meet new state licensure requirements for Principal Preparation. Format of Course: Regular full term course taught on line. Impact on other units: None. Financial Impact: None.
Learner Outcomes: This course supports SACS learner outcome # 1 in the EdS, MS, and PreK-12 Certificate programs. Support from assessment activities: It is consonant with SACS student learner outcome about mastery of the core knowledge of Pre-K12 leadership field.

Approved

(HEAM) Higher Education Administration

ITEM 2: REVISE DESCRIPTION

HEAM 605 Advanced Seminar in Administrative Theory (3) A doctoral seminar designed for students pursuing careers in higher education leadership positions. Focus will be on current day "best practices" for leading and managing within the higher education environment. Topics include strategies for enhanced communication, personnel and conflict management, budgetary decision making, and discussion regarding the various styles of leadership. Students will be required to engage in extensive readings and complete various written projects that coincide with the topical content of the class. The course culminates with a capstone project that each student will research, prepare, and present during the final class period.

Formerly: HEAM 605 Advanced Seminar in Administrative Theory (3) Interdisciplinary seminar. Readings selected by faculty for research and scholarly value from early to current classic theoretical

studies and current periodical literature in administrative and organizational theory.
Cross-listed: (Same as Educational Administration 605.)

SUPPORTING INFORMATION

Rationale: There were previously two courses offered in Educational Administration and Higher Education, EDAM 605 and HEAM 605, which were cross-listed. EDAM 605 and the cross-listing were deleted at the September 2015 CRC meeting. HEAM is the owner of the course and will keep HEAM 605. We are refining the catalog description to better reflect the course offered. Impact on other units: It is a requirement in the Higher Education PhD program and will not affect other programs. Format of Course: Regular semester format. Financial Impact: None. HEAM 605 was offered yearly for the PhD program, thus there will be no change.
SACS Learner Outcomes Supported: None
Assessment Activities: None

Approved

II. PROGRAM CHANGES

ITEM 3: REVISE SHOWCASE FOR EDUCATIONAL ADMINISTRATION (PREK-12) GRADUATE CERTIFICATE

http://catalog.utk.edu/preview_program.php?catoid=19&poid=7916&returnto=2120

FROM:

The curriculum for the Educational Administration (PreK-12) certificate is – EDAM 583 (3 hours), EDAM 515 (3 hours), EDAM 553 (3 hours), EDAM 554 (3 hours), EDAM 548 (3 hours), EDAM 580 (3 hours), EDAM 519 (3 hours).

TO:

The curriculum for the Educational Administration (PreK-12) certificate is – EDAM 583 (3 hours), EDAM 515 (3 hours), <u>EDAM 5xx (552)</u> (3 hours), EDAM 554 (3 hours), EDAM 548 (3 hours), EDAM 580 (3 hours), EDAM 519 (3 hours).

SUPPORTING INFORMATION

Rationale: Formerly EDAM 553, Strategic Planning. This course needed to change to meet new state licensure requirements for Principal Preparation. Format of Course: Regular full term course taught on line. Impact on other units: None. Financial Impact: None.
Learner Outcomes: This course supports SACS learner outcome # 1 in the EdS, MS, and PreK-12 Certificate programs. Support from assessment activities: It is consonant with SACS student learner outcome about mastery of the core knowledge of Pre-K12 leadership field.

Approved

ITEM 4: REVISE SHOWCASE FOR EDUCATIONAL ADMINISTRATION MAJOR, MS

http://catalog.utk.edu/preview_program.php?catoid=19&poid=7917&returnto=2120

FROM:
Requirements

	Hours Credit
Core Requirements (EDAM 513 EDAM 515 , EDAM 548 , EDAM 553)	12
Specialization (EDAM 523 , EDAM 554 , EDAM 583 , EDAM 544 , EDAM 519)	15
Research (EDAM 516)	3
Internship (EDAM 580 required for licensure specialization)	6
Total	36

TO:

Requirements

	Hours Credit
Core Requirements (EDAM 513 EDAM 515 , EDAM 548 , EDAM 552)	12
Specialization (EDAM 523 , EDAM 554 , EDAM 583 , EDAM 544 , EDAM 519)	15
Research (EDAM 5XX/520)	3
Internship (EDAM 580 required for licensure specialization)	6
Total	36

SUPPORTING INFORMATION

Rationale: Formerly EDAM 516, Research Methods. This course needed to change to meet new state licensure requirements for Principal Preparation. Format of Course: Regular full term course taught on line. Impact on other units: None. Financial Impact: None.

Learner Outcomes: This course supports SACS learner outcome # 1 for the EdS, MS, and PreK-12 Certificate programs. Support from assessment activities: It is consonant with SACS student learner outcomes about mastery of the core knowledge of Pre-K12 leadership field.

Approved

ITEM 5: REVISE SHOWCASE FOR EDUCATION MAJOR, EDS – EDUCATIONAL ADMINISTRATION CONCENTRATION

http://catalog.utk.edu/preview_program.php?catoid=19&poid=7906&returnto=2120

FROM:

	Hours
Core Requirements (EDAM 515, EDAM 513, EDAM 548, EDAM 553)	12
Licensure Specialization (EDAM 523, EDAM 554, EDAM 583, EDAM 544, [1]EDAM 519)	15
OR	
Non-licensure specialization (selected by the student and advisor) Research	9
(EDAM 516, [2]EDAM 592), [3]Electives: EDPY 577	
Internship: (EDAM 580 required for licensure students) or electives non-licensure students	6
Total hours	42

[1]EDAM 519 or an approved curriculum course.
[2]A thesis option is available with approval of advisor.
[3]Additional electives from outside the Educational Administration area chosen in consultation with advisor.

TO:

	Hours
Core Requirements (EDAM 515, EDAM 513, EDAM 548, EDAM 552)	12
Licensure Specialization (EDAM 523, EDAM 554, EDAM 583, EDAM 544, [1]EDAM 519)	15
OR	
Non-licensure specialization (selected by the student and advisor) Research	9
(EDAM 5xx (520), [2]EDAM 592), [3]Electives: EDPY 577	
Internship: (EDAM 580 required for licensure students) or electives non-licensure students	6
Total hours	42

[1]EDAM 519 or an approved curriculum course.
[2]A thesis option is available with approval of advisor.
[3]Additional electives from outside the Educational Administration area chosen in consultation with advisor.

SUPPORTING INFORMATION

Rationale: Formerly EDAM 516, Research Methods. This course needed to change to meet new state licensure requirements for Principal Preparation. Format of Course: Regular full term course taught on line. Impact on other units: None. Financial Impact: None.

Learner Outcomes: This course supports SACS learner outcome # 1 for the EdS, MS, and PreK-12 Certificate programs. Support from assessment activities: It is consonant with SACS student learner outcomes about mastery of the core knowledge of Pre-K12 leadership field.

Approved

<p style="color:red; text-align:center;">**ADDENDUM: CATALOG CORRECTION NEEDED**</p>

THEORY & PRACTICE IN TEACHER EDUCATION DEPARTMENT

<p style="color:red;">**ITEM 14: REVISE NON-THESIS REQUIREMENTS FOR THE TEACHER EDUCATION MAJOR, MS, NON-LICENSURE TRACK 1**</p>

http://catalog.utk.edu/preview_program.php?catoid=19&poid=8051&returnto=2120

In the 2016-2017 Graduate Catalog, revise the requirements for the Teacher Education Major, MS, Non-licensure Track 1 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; mathematics education; reading 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.
>
> Non-Thesis: Minimum 33 graduate hours, satisfactory completion of written comprehensive examination; 2/3 of total hours for MS must be 500-level or above.

TO:

> Non-Licensure Track 1
>
> Non-Licensure Track 1 concentrations are art education; education of the deaf and hard of hearing; elementary education; English education; mathematics education; reading 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.
>
> Non-Thesis: Minimum 33 graduate hours <u>(with the exception of teaching and learning concentration minimum of 30 hours),</u> satisfactory completion of written comprehensive examination; 2/3 of total hours for MS must be 500-level or above.

SUPPORTING INFORMATION
Rationale: All of our Non-Thesis Track 1 Master's programs require a minimum of 33 hours except the teaching and learning concentration, and that is not clear in the current catalog. This program meets the minimum credit hour requirements of the Graduate School, but it differs from the other Teacher Ed Track 1 MS concentrations in that it is more prescriptive and requires courses from two other education departments. Because of its prescriptiveness, faculty consider the 30 hours adequate.   This catalog revision is not a reduction of hours, but rather a clarifying statement that this one concentration requires only 30 hours and all of our others require the minimum of 33.   The program showcases themselves currently reflect the correct hours.
Impact on other units: None. The program is already approved and published at 30 hours, so there should be no impact on other programs.
Financial impact: none. Program already in place.
Learner Outcomes: No learner outcomes are affected.
Support for this change from assessment activities: None. This change is to clarify that the concentration requires only 30 hours.

Approved