

**CEHHS Graduate Curricular Review Committee (CRC)**  
**MINUTES**

September 9, 2015  
2:30 p.m.  
Claxton 412

Attending: Leslee Fisher (Chair), Spencer Olmstead (CFS/Proxy), Pamela Angelle (ELPS), Jeff Cochran (EPC), Katie Kavanagh (NUTR), Cristina Barroso (PUBH), Kiwon Lee (RHTM/Proxy), Jo Ann Cady (TPTE).

Non-Voting Attendees: Dixie Thompson (Ex-Officio)

**Meeting Agenda**

- I. **Call to Order:** Leslee Fisher, Chair, welcomed the committee and called the meeting to order at 2:30 p.m. in Claxton 412. Members introduced themselves.
- II. **Minutes:** The minutes from April 8, 2015 were approved as presented.
- III. **Calendar & Guidelines:** Dr. Fisher directed members to the calendar of meetings distributed by email. This committee operates on consensus, and members are asked to send a proxy if they cannot attend. In addition, members should be ready to introduce any items on the agenda that are from their department and answer questions about them or bring along someone from the department to give additional information about agenda items if needed. Curricular calendar for the year distributed.
- IV. **Announcements (Dixie Thompson)**  
UG Council has met once. One issue we will hear more about is changing the grading scale for Graduate students. Our college feedback has been split, but we are reporting that summary for the college to the Academic Policy Committee. We value your input. The APC will make a recommendation to Council, who will then vote and make a recommendation to Faculty Senate.
- V. **Curricular Agenda** – all items approved effective Fall 2016 unless otherwise stated.
  - CFS
  - ELPS

**DEPARTMENT OF CHILD AND FAMILY STUDIES**  
All changes approved 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.PROGRAM CHANGES**

**ITEM 1: REVISE FOOTNOTE 3 - CHILD AND FAMILY STUDIES MAJOR, PHD**

<http://catalog.utk.edu/index.php>

In the 2016-2017 Graduate Catalog, revise footnote 3 as follows:

**FROM:**

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

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

<sup>2</sup>3 hours of graduate-level statistics plus two additional analytic courses (quantitative or qualitative).

<sup>3</sup>CFS 570 and a 600-level methods course selected from CFS 633, CFS 650, or CFS 660.

<sup>4</sup>Can include additional Methods/Analytic courses.

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

**TO:**

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

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

<sup>2</sup>3 hours of graduate-level statistics plus two additional analytic courses (quantitative or qualitative).

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

<sup>4</sup>Can include additional Methods/Analytic courses.

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

SUPPORTING INFORMATION:

Rationale: CFS 633 (Survey Design and Analysis) has not been taught in more than 6 years and has subsequently been removed from the catalog. Removal from the catalog has instigated the removal of CFS 633 from the CFS doctoral program. CFS 633 was cross-listed with SOCI 633 (Survey Design and Analysis), which is still taught in the Sociology Department. Because some of our doctoral students pursue survey research for their dissertation, it is important that we retain an option for them to take an advanced survey design course. Thus, we are proposing to replace CFS 633 with SOCI 633 as one of the Research Methods courses that students can choose from.

Impact on other units: We have contacted the Sociology Department and their faculty approved this change (see supporting email). We do not think this will have much impact on the Sociology Department, because CFS students have been taking SOCI 633 during the past 6 or more years when CFS 633 was not offered.

Financial Impact: None

Learning outcomes supported: Revision is not directly related to student learner outcomes.

Support from assessment activities: Faculty discerned that taking a survey research design course is an important option for CFS doctoral students who are pursuing this type of research for their dissertation.

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

**SACS 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.

**I. COURSE CHANGES**

**(EDAM) EDUCATIONAL ADMINISTRATION**

**ITEM 1: DROP COURSE**

**EDAM 606 Leadership Forum (3)**

**SUPPORTING INFORMATION**

Rationale & Assessment Activities: The department concludes it no longer needs this course for any of our programs.  
Impact on other units: None. Financial Impact: None. Learning Outcomes: None

*Approved*

**ITEM 2: ADD COURSE**

**EDAM 6XX (610) Advanced Seminar in Leadership Theory (3)** This course will analyze leadership principles from a theoretical and practical framework. Ideas and theories distinctive to the study of leadership will be approached through narratives, speeches, interviews, video, and case studies. Reflection and discussion on the major ideas presented in these works will allow students to integrate their own knowledge and philosophies with those of leaders both within and outside of the field of education.

SUPPORTING INFORMATION

Rationale: To uncross listing of EDAM 605 and change to this course to more accurately reflect content.  
Impact on other units: No relationship to other courses within or outside of program. Format of Course: Regular semester format. Financial Impact: Involves no financial impact.  
Learner Outcomes: None  
Support from assessment activities: To reflect changing needs of the two PhD programs.

**Syllabus does not include grading scale.  
Department will provide a revised syllabus.**

**Approved pending receipt of syllabus with grading scale.**

**ITEM 3: RESIVE TITLE**

**EDAM 553 Educational Change for School Leaders (3)**

*Formerly: Strategic Planning*

SUPPORTING INFORMATION

Rationale: To better reflect the focus of the course. Impact on other units: None. Format of course: Regular full term course taught on line. Financial Impact: None.  
Learner Outcomes: This course supports learning outcome # 1 in the EdS, MS, and PreK-12 Certificate programs.  
Support from assessment activities: To reflect changing needs and licensure requirements.

**TABLED until November  
The committee noted that the new title is  
very different and doesn't appear to  
correlate with the existing description.  
Does the description also need to be revised?  
Is this really a new course?**

**ITEM 4: REMOVE CROSS-LISTING (PRIMARY) AND REVISE TITLE**

**EDAM 516 Using Data for School Improvement (3)**

*Formerly: EDAM 516 Research Methods (3) Same as HEAM 516*

SUPPORTING INFORMATION

Rationale: EDAM 516 and HEAM 516 are cross listed. The EDAM course changed its focus, therefore we wish to remove the cross-listing and change the course title. EDAM owns the course. Impact on other units: No relationship. Financial Impact: None. Nothing is changing except the title for EDAM 516.  
Learner Outcomes: This course supports learning outcome # 1 in the EdS, MS, and PreK-12 Certificate programs.  
Support from assessment activities: To reflect changing needs and licensure requirements.

**TABLED until November  
The committee noted that the new title is  
very different and doesn't appear to  
correlate with the existing description.  
Does the description also need to be revised?  
Is this really a new course?**

**ITEM 5: REVISE TO REMOVE CROSS LISTING AND DROP SECONDARY CROSS-LISTED COURSE**

**EDAM 605 Advanced Seminar in Administrative Theory (3)**

*Formerly: EDAM 605 Advanced Seminar in Administrative Theory (3) Same as HEAM 605*

SUPPORTING INFORMATION

Rationale: There are currently two courses cross-listed in Educational Administration and Higher Education, EDAM 605 and HEAM 605. HEAM is the owner of the course and will keep HEAM 605. The description for EDAM 605 no longer fits EDAM needs. Impact on other units: The effect of the proposal is to drop 605 from EDAM program listing, but to add a new course EDAM 610, Advanced Seminar in Leadership Theory.  
Financial Impact: None.

**Equivalency Table:**

Current Course	Equivalent Course-Fall 2016
EDAM-605 HEAM-605	EDAM-610

*Per Dr. Angelle in meeting:  
Remove equivalency table.  
They will not be equivalent.  
Approved with that revision.*

**(ELPS) EDUCATIONAL LEADERSHIP AND POLICY STUDIES**

**ITEM 6: ADD COURSE**

**ELPS 6XX (612) Academic Writing (3)** This introductory course for doctoral students provides a guide through the process of academic writing, following the practices of APA for manuscript publication and the guidelines of dissertation writing. Peer feedback and individualized instruction is a hallmark of this course. The goal of this course is to provide students with the knowledge and skills to become better academic writers through practice of successful strategies and habits related to the writing process as well as examination of exemplars.

**SUPPORTING INFORMATION**

Rationale: Change course from a special topics course to a standard course. Impact on other units: No relationship to other courses within or outside of program. Format of Course: Regular semester format. Financial Impact: Involves no financial impact.

Learner Outcomes: This course supports learning outcome # 1 in the Phd in Education with Leadership Studies concentration program.

Support from assessment activities: Internal assessment of PhD student need.

*Syllabus does not include grading scale.  
Department will provide a revised syllabus.  
Approved pending receipt of syllabus with grading scale.*

**ELPS 6XX (616) Mixed Methods Research (3)** This course provides an introduction to mixed methods research design, focused on applications in educational settings. Prerequisite: At least one quantitative and one qualitative graduate research methods class.

**SUPPORTING INFORMATION**

Rationale: Change course from a special topics course to a standard course. This course is needed by doctoral students both within and outside the department. Impact on other units: None. Format of Course: Regular semester format. Financial Impact: We have been offering it as a special topics course, so nothing will change.

Learner Outcomes: This course supports learning outcome # 1 and # 2 in the Phd in Education with Leadership Studies concentration program and # 2 in the Higher Education PhD program.

Support from assessment activities: This was offered as a special topics course which demonstrated the need to continue as a standard course.

*Approved*

**(461) HIGHER EDUCATION ADMINISTRATION**

**ITEM 7: DROP COURSES**

**HEAM 630 Globalization in Higher Education (3)**

**SUPPORTING INFORMATION**

Rationale & Assessment Activities: The department no longer needs this course for any of the programs. Impact on other units: None. Financial Impact: None.

**HEAM 645 Curriculum and Instruction in Higher Education (3)**

SUPPORTING INFORMATION

Rationale & Assessment Activities: The department no longer needs this course for any of the programs.  
Impact on other units: None. Financial Impact: None.

**Approved**

**Note: HEAM 645 does not appear in current catalog. Millie will check With catalog office just to follow up.**

**ITEM 8: REVISE TO REMOVE CROSS-LISTING (PRIMARY)**

**HEAM 605 Advanced Seminar in Administrative Theory (3)**

Formerly: HEAM 605 Advanced Seminar in Administrative Theory (3) Same as EDAM 605

SUPPORTING INFORMATION

Rationale: There are currently two courses cross-listed in Educational Administration and Higher Education, EDAM 605 and HEAM 605. HEAM is the owner of the course and will keep HEAM 605. 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.

**Approved**

**ITEM 9: REVISE TO REMOVE CROSS-LISTING AND DROP SECONDARY CROSS-LISTED COURSE**

**HEAM 516 Research Methods (3)**

Formerly: HEAM 516 Research Methods (3) Same as EDAM 516

SUPPORTING INFORMATION

Rationale: EDAM 516 and HEAM 516 are cross listed. EDAM owns the course and will keep it, therefore HEAM will add a new course number HEAM 518 since it was a required course for the CSP program. Impact on other units: No relationship. Format of Course: Regular semester format. Financial Impact: None

**Equivalency Table:**

Current Course	Equivalent Courses Fall 2016
EDAM-605 <del>HEAM-605</del>	EDAM-610
HEAM-516 <del>EDAM-516</del>	HEAM-518

**Per Dr. Angelle in meeting: Remove equivalency table. They will not be equivalent. Approved with that revision.**

**ITEM 10: ADD COURSES - All Tabled**

**HEAM 5XX (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.

SUPPORTING INFORMATION

Rationale: Change course from a special topics course to a standard course. This course is a critical component of the College Student Personnel program. Impact on other units: None. Format of Course: Regular semester format. Financial Impact: We have been offering it as a special topics course for three years, so nothing will change.

Learner Outcomes: None

Support from assessment activities: Was offered as a special topics course. The need was to respond to the changing organization and professional guidelines.

**HEAM 5XX (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.

#### SUPPORTING INFORMATION

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  
Support from assessment activities: This was a cross-listed course. We are changing to a standard course to focus on the needs that emerged from new state guidelines for the College Student Personnel program and the Educational Administration program.

**HEAM 5XX (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.

#### SUPPORTING INFORMATION

Rationale: Change course from a special topics course to a standard course. Impact on other units: No relationship. Format of Course: Regular semester format. Financial Impact: We have been offering it as a special topics course for three years, so nothing will change. Learner Outcomes: None  
Support from assessment activities: This was a cross-listed course. We are changing to a standard course to meet changing needs in the profession.

**HEAM 5XX (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.

#### SUPPORTING INFORMATION

Rationale: Change course from a special topics course to a standard course. 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. We have been offering it as a special topics course for three years, so nothing will change. Learner Outcomes: None  
Support from assessment activities: This was a cross-listed course. We are changing to a standard course to meet changing needs in the profession.

**HEAM 6XX (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. Impact on other units: None. It has no relationship to other courses or programs. Format of Course: Regular semester format. Financial Impact: None. We have been offering it as a special topics course for two years, so nothing will change. Learner Outcomes: This course supports learning outcome # 1 and # 2 in the Phd in Education with Leadership Studies concentration program and # 2 in the Higher Education PhD program.  
Support from assessment activities: This was a cross-listed course. We are changing to a standard course to serve the needs of our doctoral students.

**HEAM 6XX (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. 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. We have been offering it as a special topics course for three years, so nothing will change. Learner Outcomes: None  
Support from assessment activities: This was a cross-listed course. Changing to a standard course because it is required in the Higher Education PhD program.



ITEM 10 - ALL TABLED  
New courses need a stronger rationale than just the fact that they were previously special topics. It also appears we are offering 6 new courses, none of which support the SACs learner outcomes for the department. Is that accurate? Finally, the statement about cross-listing doesn't fit the request for information about assessment activities.

Committee is asking department to make the supporting information stronger and show that these courses will benefit our students and how we know that.

## (UNRA) UNIVERSITY RESEARCH ADMINISTRATION

### ITEM 11: DROP COURSES

UNRA 504 Fundamentals of Sponsored Research (3)  
UNRA 505 The Federal Framework (3)  
UNRA 506 Non-Government Sponsored Programs (3)  
UNRA 507 Contracting for Sponsored Programs (3)  
UNRA 508 Compliance in Research Administration (3)  
UNRA 509 Sponsored Programs Accounting (3)

#### SUPPORTING INFORMATION

Rationale & Assessment Activities: There is no apparent need for the University Research Administration program. Since the program was never implemented, dropping courses will not affect anyone. Impact on other units: None. Financial Impact: None. Learner Outcomes: None

*Approved*

## II. PROGRAM CHANGES

### ITEM 12: DROP UNIVERSITY RESEARCH ADMINISTRATION GRADUATE CERTIFICATE

[http://catalog.utk.edu/preview\\_program.php?catoid=17&poid=7029&returnto=1770](http://catalog.utk.edu/preview_program.php?catoid=17&poid=7029&returnto=1770)

In the 2016-2017 Graduate Catalog, drop the Graduate Certificate in University Research Administration.

#### SUPPORTING INFORMATION

Rationale: There is no apparent need for the program. Since the program was never implemented, dropping it will not affect anyone. Impact on other units: None. Financial Impact: None.  
Learner Outcomes: None  
Support from assessment activities: Lack of demand.

*Approved*

*Dr. Thompson said SACS will need to be notified of this change. She will follow up with Dr. Mertz about drafting the memo to go forward.*

### ITEM 13: REVISE DEPARTMENTAL LIST OF PROGRAMS

[http://catalog.utk.edu/preview\\_entity.php?catoid=17&ent\\_oid=1699&returnto=1770](http://catalog.utk.edu/preview_entity.php?catoid=17&ent_oid=1699&returnto=1770)

In the 2016-2017 Graduate Catalog, drop the Graduate Certificate in University Research Administration from the list of programs offered by the department.

#### From:

Graduate Certificate Programs  
Educational Administration (PreK-12)  
University Research Administration

#### To:

Graduate Certificate Programs  
Educational Administration (PreK-12)

#### SUPPORTING INFORMATION

Rationale: There is no apparent need for the program. Since the program was never implemented, dropping it will not affect anyone. Impact on other units: None. Financial Impact: None.  
Learner Outcomes: None  
Support from assessment activities: Lack of demand.

*Approved*

End of curricular agenda.

Dr. Thompson asked departments if they had a feel for what may be coming forward in November. None of the departments reported major changes. Our meeting in November (Nov. 11 from 2:30 – 5:00) is the final meeting for revisions to appear in the 2016-2017 Graduate Catalog.

Meeting adjourned at 3:45 p.m.