

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

## **MINUTES**

November 1, 2017  
2:00-4:30 pm  
Claxton 340

### **Attending:**

Voting Members: Jo Ann Cady (Chair; TPTE); Merilee McCurdy (EPC); Leslee Fisher (KRSS); Kathy Brown (PUBH); Amy Rauer (CFS; Proxy for Spencer Olmstead); Pamela Angelle (ELPS); Katie Kavanagh (NUTR); Sejin Ha (RHTM)

Guests: Rob Hardin (KRSS); Marsha Spence (NUTR)

Non-Voting: Jeff Fairbrother (Ex-Officio); Kayla Whitt

### **Meeting Agenda:**

- I. Welcome (Jo Ann Cady, Chair)
  - a. Jo Ann Cady called the meeting to order at 2:03 p.m. in Claxton 340 on November 1, 2017.
- II. Approval of Minutes (Jo Ann Cady)
  - a. March 8, 2017
    - i. Approved
  - b. September 27, 2017
    - i. Approved
- III. Announcements
  - a. None
- IV. Old Business
  - a. Tabled Items from September 27, 2017 meeting:
    - i. Public Health (PUBH) – Kathy Brown
    - ii. Theory and Practice in Teacher Education (TPTE) – Jo Ann Cady
- V. Curricular Agenda
  - a. Kinesiology, Recreation, and Sport Studies (KRSS) – Leslee Fisher
  - b. Nutrition (NUTR) – Katie Kavanagh
  - c. Theory and Practice in Teacher Education (TPTE) – Jo Ann Cady
    - i. The committee ran out of time and was unable to review all items proposed by TPTE. An additional meeting will be held on November 8<sup>th</sup> to review these items.
  - d. Public Health (PUBH) – Kathy Brown
  - e. Child and Family Studies (CFS) – Spencer Olmstead
  - f. Educational Psychology and Counseling (EPC) – Merilee McCurdy
    - i. The committee ran out of time and was unable to review the EPC proposal. An additional meeting will be held on November 8<sup>th</sup> to review these items.
- VI. New Business
  - a. None

**ADDENDUM**  
**11/08/17 CEHHS Graduate Curricular Review Committee (GCRC) MEETING**  
**MINUTES**

November 8, 2017  
2:00-4:30 pm  
Claxton 451

**Attending:**

Voting Members: Jo Ann Cady (Chair; TPTE); Merilee McCurdy (EPC); Leslee Fisher (KRSS); Spencer Olmstead (CFS); Pamela Angelle (ELPS); Ahmed Bettaieb (proxy for Katie Kavanagh; NUTR); Borham Yoon (proxy for Sejin Ha; RHTM)

Guests: Jeff Cochran (EPC)

Non-Voting: Jeff Fairbrother (Ex-Officio); Kayla Whitt

**Meeting Agenda:**

- I. Welcome (Jo Ann Cady, Chair)
  - a. Jo Ann Cady called the meeting to order at 2:30 p.m. in Claxton 451 on November 8, 2017.
- II. Curricular Agenda
  - a. Theory and Practice in Teacher Education (TPTE) – Jo Ann Cady
  - b. Educational Psychology and Counseling (EPC) – Merilee McCurdy
- III. New Business
  - a. None

# OLD BUSINESS

## DEPARTMENT OF PUBLIC HEALTH

### I. COURSE CHANGES

(PUBH) PUBLIC HEALTH

#### ITEM 17: ADD

##### 17-A PUBH 5XX (526) Health Care and Public Health Systems (3)

An examination of the U.S. healthcare system – including public (Medicaid, Medicare) and private components of healthcare delivery – and public health systems in the United States, at the federal, tribal, state, territorial, and local levels; historical and legal foundations of public health; U.S. healthcare and public health within a global context.

##### Supporting Information

Rationale: Over the past several years, student feedback indicated that the HPM concentration courses as currently provided were insufficient for providing a robust focus on, and learning opportunities about, policy. Other concerns were also expressed specific to each of the required HPM courses. Discussions between HPM and other departmental faculty identified similar concerns, and the HPM faculty conducted a thorough review of the Health Policy and Management concentration. The faculty recommended adding a new course, which focuses on the U.S. healthcare system as well as some global context of healthcare. As such, student and alumni surveys, as well as review and approval by the MPH Academic Program Committee and the DPH faculty provide comprehensive support for the course. We also interviewed two practicing professionals likely to hire MPH prepared individuals for their organization each academic year. We asked them to review and make recommendations for the curriculum. Their input supports strengthening knowledge and skills around the healthcare system, policy, and systems-level thinking. The addition of this class will positively impact learner outcomes 1 and 2 in that it strengthens the preparation for the students to demonstrate readiness (1) and critical thinking (2).

Impact on Other Units: The JD-MPH dual degree program will realize an increase of 3 hours with the addition of PUBH 5XX (526). *Note it is not technically adding this course that has the impact, it's changing the concentration that has the impact. This proposal is associated with an additional proposal to change the HPM concentration, which will have a direct impact on the JD-MPH program, which uses the HPM concentration as part of its requirements. See attached communication documenting approval by the College of Law.* No other unit is responsible for the development or delivery of this course.

Financial impact: None, course will be taught by current faculty. This was assessed and the HPM faculty determined that the capacity existed to offer the course with existing resources. The full faculty approved the overall revision to the concentration with awareness that no new resources were necessary.

Additional Documentation: *This is a low-impact course add and does not require additional approvals.* A new course number is needed. Please see the attached document with course syllabus. *Please see the attached email stating that The College of Law will be submitting curricular changes to reflect these revisions simultaneously.*

**ITEM 17-A  
APPROVED (11/01)**

**TABLED (decision made at 9/27 meeting)**

### II. PROGRAM CHANGES

#### ITEM 20: REVISE PUBLIC HEALTH MAJOR, MPH PROGRAM REQUIREMENTS

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=21&poid=9093&returnto=2517](http://catalog.utk.edu/preview_program.php?catoid=21&poid=9093&returnto=2517)

In the 2018-2019 Graduate Catalog, revise the Public Health Major, MPH program requirements credit hours and footnote 2, as follows:

##### FROM:

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

Total 42

<sup>1</sup>Public Health Foundation courses: PUBH 509 (2 hrs.) PUBH 510, PUBH 520, PUBH 530, PUBH 537, PUBH 540, PUBH 555.

<sup>2</sup>Community Health Education: PUBH 536, PUBH 550, PUBH 552.

Health Policy and Management: PUBH 521, PUBH 525, PUBH 527.

Veterinary Public Health: Comparative and Experimental Medicine CEM 506, CEM 611, and either CEM 507 OR CEM 508.

<sup>3</sup>Listings of electives specific for each concentration are available in MPH program office.

<sup>4</sup>Internship: PUBH 587, PUBH 588. Written guidelines stipulating eligibility criteria and expectations are available.

Students are required to pass a MPH comprehensive exam.

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:

#### Requirements

	Hours	Credit
<sup>1</sup> Public Health Foundations		20
<sup>2</sup> Concentration of Study (Community Health Education, Health Policy and Management, or Veterinary Public Health)		<u>10 - 13</u>
<sup>3</sup> Electives		<u>3 - 6</u>
<sup>4</sup> Internship		6
Total		42

<sup>1</sup>Public Health Foundation courses: PUBH 509 (2 hrs.) PUBH 510, PUBH 520, PUBH 530, PUBH 537, PUBH 540, PUBH 555.

<sup>2</sup>Community Health Education: PUBH 536, PUBH 550, PUBH 552.

Health Policy and Management: PUBH 525, PUBH 527, PUBH 5XX (526), PUBH 612

Veterinary Public Health: Comparative and Experimental Medicine CEM 506, CEM 611, and either CEM 507 OR CEM 508.

<sup>3</sup>Listings of electives specific for each concentration are available in MPH program office.

<sup>4</sup>Internship: PUBH 587, PUBH 588. Written guidelines stipulating eligibility criteria and expectations are available.

Students are required to pass a MPH comprehensive exam.

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: Over the past several years, student feedback indicated that the HPM concentration courses as currently provided were insufficient for providing a robust focus on, and learning opportunities about, policy. Other concerns were also expressed specific to each of the required HPM courses. Discussions between HPM and other departmental faculty identified similar concerns, and the HPM faculty conducted a thorough review of the Health Policy and Management concentration. The faculty recommended adding a new course, **PUBH 526**, which focuses on the U.S. healthcare system as well as some global context of healthcare. **Some of the content from PUBH 521 has been added to PUBH 527 and the faculty determined that PUBH 526 and PUBH 612 are the best fits for the concentration.**

Impact on Other Units: Our dual degree program with the Department of Nutrition (MS-MPH) has students who select the HPM concentration. The nutrition faculty are not responsible for the development or delivery of the course and as such, no impact is anticipated. This course is required for the JD-MPH dual degree program. While the addition of the course has no direct impact on the College of Law per se, the required number of course hours will increase by three and students **may** incur the cost of an additional course. **The College of Law has provided their support and approval for the change (see attached communication).** Our third dual degree program (DVM-MPH) housed in the College of Veterinary Medicine will not be affected, as those students do not complete the HPM concentration. Faculty representation to the MPH Academic Program Committee includes members from each dual degree program who voted to approve the change in fall 2016.

Financial impact: None, existing faculty will teach the courses.

Additional Documentation: This is a "Change to Concentration" **which requires no additional approvals beyond program level. Documentation of support from Dr. Alex Long (college of Law) is attached. Please see the attached email stating that The College of Law will be submitting curricular changes to reflect these revisions simultaneously.**

ITEM 20

APPROVED WITH FRIENDLY AMENDMENT(S) (11/01)

**TABLED (decision made at 9/27 meeting)**

**DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION**

**I. Course Changes**

**(ELED) ELEMENTARY EDUCATION**

**ITEM 22: DROP**

*\*Note – the department has resubmitted this item as a new proposal – see item 12-A in the new curricular agenda*

**22-A ELED 445 Early Childhood Education: Program Development and Teaching in Kindergarten (3)**

**Supporting Information**

Rationale: This course is being dropped from our department (TPTE) and added in the department of Child and Family Studies (CFS). This course is now taken almost exclusively by students in CFS, not TPTE. A review of enrollment data indicates that mostly CFS students take this course. Changes in TPTE's Elementary Education program have led to students taking more content-related courses (e.g., Reading Education, Mathematics Education) and decreased enrollment of TPTE students in 445, which has always been only an elective. Further, increasingly, with recent faculty retirements and hiring, expertise in early childhood education is centered in CFS and not TPTE. No learner outcomes are affected by this change.

Impact on other units: It is not required for TPTE students. A small number (2-4) of TPTE students per year add an endorsement in Early Childhood Special Education. ELED 445 is required for this optional endorsement. This is an agreed upon change within the two departments as this course is required for CFS students. It is no longer part of a required program offered in TPTE. The course is required for some programs in CFS. This course was offered for UG and Grad credit and this change is being submitted to the UG CRC as well.

Financial Impact: none. Dropping it from TPTE won't have a significant impact on the departmental budget. It is offered once per academic year (and once in summer). TPTE will shift staffing resources to meet the growing demand for content-related courses as mentioned above. Course is already offered routinely and is currently being taught by CFS faculty.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 22-A  
DENIED (11/01)**

**TABLED (decision made at 9/27 meeting)**

**(RCDE) REHABILITATION COUNSELING FOR THE DEAF**

**ITEM 23: ADD**

*\*Note – the department has resubmitted this item as a new proposal – see items 14-A, 14-B, AND 14-C in the new curricular agenda*

**23-A RCDE 5XX (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.

**23-B RCDE 5XX (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.

**23-C RCDE 5XX (523) Special Populations and Topics in Rehabilitation of the Deaf (3-4)**

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: Certificate program title change, three course title changes. This graduate certificate was originally created in 2016 and housed under the Department of Educational Psychology and Counseling (EPC) under their Rehabilitation Counseling program. In 2017 the College administration decided to discontinue the Rehabilitation Counseling Program (RHCO)

The Chair of EPC, Dr. Jeff Cochran has offered TPTE and the Center on Deafness the option of taking over the Deafness Rehabilitation Graduate Certificate and three of the four courses that make it up (RCHO 521, RCHO 522, RCHO 523). One course, ASL 421 Deaf Culture and Community, is currently part of the TPTE graduate and undergraduate catalog.

Impact on other units: Yes, these courses are required for a certain major or program. The three courses (RCDE 521, 522 and 523) are needed for the Rehabilitation Counseling for the Deaf Graduate Certificate program. This graduate certificate program will be housed entirely within TPTE so there are no impacts on other units. NOTE: Dr Sherry Bell is aware of this proposal and has had discussions with Dr. Jeff Cochran of EPC and in agreement with this change.

Financial impact: There is no impact on staffing for AY semesters, these courses will be offered during the summer sessions only. Courses will be taught by existing faculty or qualified adjuncts. The Rehabilitation Counseling for the Deaf certificate will be completed via distance education and the certificate would be self-sustaining through funding from Rehabilitation Services Administration (RSA) grants and/or through student or employer payments (e.g. most of the students will already have MA degrees and are state employees). We could also have funding coming back to the department via the distance education incentive which would be adequate to cover the summer salary expenses of department faculty or the salary of adjuncts as needed.

Additional Documentation: This graduate certificate program is moving from the EPC department to the TPTE department. This change has been discussed and agreed upon by Dr. Bell from TPTE and Dr. Cochran from EPC. Please see the attached email between Dr. Bell and Dr. Cochran stating the approval of the change. Please also refer to the attached course syllabi for RCDE 521, RCDE 522, and RCDE 523.

Equivalency Table	
Current Courses Deafness Rehabilitation	Equivalent Courses Effective Fall 2018 Rehabilitation Counseling for the Deaf
521	521
522	522
523	523

**ITEMS 23-A, 23-B, and 23-C  
DENIED (11/01)**

**TABLED (decision made at 9/27 meeting)**

# CURRICULAR AGENDA

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES  
Effective Fall 2018  
Graduate

## DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

### STUDENT LEARNER OUTCOMES

#### (KNS) KINESIOLOGY

##### MS Degree in Kinesiology

1. Students will demonstrate an understanding of key disciplinary knowledge.
2. Students will demonstrate the capability to communicate information effectively using disciplinary-appropriate mechanisms.

##### PhD Degree in Kinesiology

1. Students will demonstrate the ability to conduct and disseminate research.
2. Students will demonstrate mastery of discipline-specific knowledge.
3. Students will demonstrate teaching proficiency.

#### (RSM) RECREATION & SPORT MANAGEMENT

##### MS Degree in Recreation and Sport Management

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 fields.
3. Students will be able to conduct research and understand its importance in the decision-making process.

##### PhD Degree in Recreation and Sport Management

1. Students will demonstrate the ability to conduct and disseminate research.
2. Students will demonstrate mastery of discipline-specific knowledge.
3. Students will demonstrate teaching proficiency.

### I. COURSE CHANGES

#### (RSM) RECREATION AND SPORT MANAGEMENT

#### ITEM 1: REVISE COURSE TITLE, DESCRIPTION, AND REGISTRATION RESTRICTION(S)

##### 1-A RSM 511 Personnel Management (3)

This course examines the human resource/personnel functions within contemporary recreation and sport organizations. Key functions such as recruitment, selection, staff training and development, performance appraisal, retention, succession planning, compensation, benefits administration, and labor relations are examined. The implications of legal and global environments are appraised and current issues such as employee and management rights, diversity and inclusion training, and sexual harassment policies are discussed.

Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.

*Formerly: RSM 511 Personnel and Organization Management (3)*

*A survey of advanced management theory, concepts, and strategies for contemporary recreation and sport organizations. Select topics covered in the course include: Strategic management and leadership; organizational diagnostics; transforming the culture of organizations; high performance organizations (HPO)/peak performance organizations (PPO); strategic staffing and HR functions; benchmarking and performance measurement; research and evaluation as strategic functions of managerial leadership; administrative ethics and corporate social responsibility.*

*Registration Restriction(s): Recreation and Sport Management major.*

##### Supporting Information

Rationale: A review of the curriculum by the faculty indicated a need to focus the course on Personnel Management only. Thus, the name and course description have been changed to provide a more accurate description of the course content.

There has been an issue with undergraduate students being able to enroll in RSM graduate classes. This is not only seniors but all academic classifications. This will enable Banner to enforce this registration restriction. Seniors will still have the privileges afforded to them in the Graduate Catalog in terms of taking graduate courses. RSM has a practice of requiring seniors to have permission to enroll in graduate classes and this will still be the case. Molly Sullivan (Office of the Registrar) replied to an inquiry as to the best way to address this issue was to send a proposal through the normal curricular review process.

Impact on other units: The registration restriction limits registration to graduate students only which is the intent of the course. The course is not required by any other degree programs on campus. Students outside of RSM have rarely taken the course.

Financial Impact: There is no financial impact only a change in registration restriction, course title, and course description. The course is taught as the regular teaching load of existing faculty.

Additional Documentation: The change does not require any additional approvals based on the Curricular Changes Chart. **This course is not used in SACSCOC SLOs the changes do not need to be reported. The change is not substantive and does not need to be reported to SACSCOC.**

**ITEM 1-A: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to replace the last sentence of the Additional Documentation section of the Supporting Information.*

**ITEM 2: REVISE COURSE TITLE AND REGISTRATION RESTRICTION(S)**

**2-A RSM 595 Sport Management Internship (6)**

Registration Restriction(s): Recreation and Sport Management Major – Sport Management concentration, Minimum student level – graduate

*Formerly: RSM 595 Internship (6)*

*Registration Restriction(s): Recreation and Sport Management Major.*

**Supporting Information**

Rationale: RSM 595 previously included students in both Sport Management and Therapeutic Recreation concentrations. A review of the curriculum by the faculty indicated a need to have two separate classes: one for Sport Management and one for Therapeutic Recreation students. This would eliminate confusion among students about the section **in which** they should be enrolled. This would allow flexibility in course requirements for the two concentrations. This was accomplished last year and RSM 596 was added to the catalog as Therapeutic Recreation Internship. Revising the name of RSM 595 to Sport Management Internship will be consistent with the title for RSM 596 and be an accurate reflection of the course.

There has been an issue with undergraduate students being able to enroll in RSM graduate classes. This is not only seniors but all academic classifications. This will enable Banner to enforce this registration restriction. Seniors will still have the privileges afforded to them in the Graduate Catalog in terms of taking graduate courses. RSM has a practice of requiring seniors to have permission to enroll in graduate classes and this will still be the case. Molly Sullivan (Office of the Registrar) replied to an inquiry as to the best way to address this issue was to send a proposal through the normal curricular review process.

Impact on other units: The registration restriction limits registration to graduate students only which is the intent of the course. The course is not required by any other degree programs on campus. Students outside of RSM have rarely taken the course.

Financial Impact: There is no financial impact only a change in registration restriction, course title, and course description. The course is taught as the regular teaching load of existing faculty.

Additional Documentation: The change does not require any additional approvals based on the Curricular Changes Chart. This change does not impact the data being gathered in regards to the SACSCOC SLOs No. 2 **for the MS Degree in Recreation and Sport Management.**

**ITEM 2-A: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to revise the third sentence in the Rationale and the last sentence of the Additional Documentation section of the Supporting Information.*

**ITEM 3: REVISE TO ADD REGISTRATION RESTRICTION(S)**

**3-A RSM 508 Research Methods (3)**

Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.

*Formerly: RSM 508 Research Methods (3)*

**Supporting Information**

Rationale: RSM 508 was previously cross-listed with KNS 508. A review of the curriculum and course content revealed the course was not compatible for students in both RSM and KNS. Course content needed to be different to serve both groups of students. The cross-listing was removed last year. Registration restrictions were inadvertently removed as well. This will put back the registration restriction for RSM students only that was in place prior the cross-listing. The restriction was on the class in 2009-10 Graduate Catalog (SPMG 532 –



Research Techniques in Sport) before the cross-listed and renumbering of the class took place. Adding RSM major will simply be reinstating that restriction.

There has been an issue with undergraduate students being able to enroll in RSM graduate classes. This is not only seniors but all academic classifications. This will enable Banner to enforce this registration restriction. Seniors will still have the privileges afforded to them in the Graduate Catalog in terms of taking graduate courses. RSM has a practice of requiring seniors to have permission to enroll in graduate classes and this will still be the case. Molly Sullivan (Office of the Registrar) replied to an inquiry as to the best way to address this issue was to send a proposal through the normal curricular review process.

Impact on other units: The registration restriction limits registration to graduate students only which is the intent of the course. The course is not required by any other degree programs on campus. Students outside of RSM have rarely taken the course.

Financial Impact: There is no financial impact only a change in registration restriction, course title, and course description. The course is taught as the regular teaching load of existing faculty.

Additional Documentation: The change does not require any additional approvals based on the Curricular Changes Chart. **This course is not used in SACSCOC SLOs the changes do not need to be reported. The change is not substantive and does not need to be reported to SACSCOC.**

**ITEM 3-A: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to replace the last sentence of the Additional Documentation section of the Supporting Information.*

**3-B RSM 593 Independent Study (1-3)**

Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.

*Formerly: RSM 593 Independent Study (1-3)*

Supporting Information

Rationale: All other RSM graduate classes have a major restriction either to the program or department. Adding the major restriction will ensure only RSM students are enrolled in the course.

There has been an issue with undergraduate students being able to enroll in RSM graduate classes. This is not only seniors but all academic classifications. This will enable Banner to enforce this registration restriction. Seniors will still have the privileges afforded to them in the Graduate Catalog in terms of taking graduate courses. RSM has a practice of requiring seniors to have permission to enroll in graduate classes and this will still be the case. Molly Sullivan (Office of the Registrar) replied to an inquiry as to the best way to address this issue was to send a proposal through the normal curricular review process.

Impact on other units: The registration restriction limits registration to graduate students only which is the intent of the course. The course is not required by any other degree programs on campus. Students outside of RSM have rarely taken the course.

Financial Impact: There is no financial impact only a change in registration restriction, course title, and course description. The course is taught as the regular teaching load of existing faculty.

Additional Documentation: The change does not require any additional approvals based on the Curricular Changes Chart. **This course is not used in SACSCOC SLOs the changes do not need to be reported. The change is not substantive and does not need to be reported to SACSCOC.**

**ITEM 3-B: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to replace the last sentence of the Additional Documentation section of the Supporting Information.*

**3-C RSM 521 Facilitation Techniques in Therapeutic Recreation (3)**

Registration Restriction(s): Recreation and Sport Management Major – Therapeutic Recreation Concentration. Minimum student level – graduate

*Formerly: RSM 521 Facilitation Techniques in Therapeutic Recreation (3)*

**ITEM 3-C: Approved (11/01)**

**3-D RSM 522 Clinical Aspects in Therapeutic Recreation (3)**

Registration Restriction(s): Recreation and Sport Management Major – Therapeutic Recreation Concentration. Minimum student level – graduate

*Formerly: RSM 522 Clinical Aspects in Therapeutic Recreation (3)*

**ITEM 3-D: Approved (11/01)**

**3-E 525 Advanced Therapeutic Recreation Programming (3)**

Registration Restriction(s): Recreation and Sport Management Major – Therapeutic Recreation Concentration. Minimum student level – graduate

*Formerly: 525 Advanced Therapeutic Recreation Programming (3)*

**Supporting Information**

Rationale: These courses are specifically for the Recreation and Sport Management - Therapeutic Recreation Concentration Graduate program. This will ensure only students in that concentration are able to register for the classes.

There has been an issue with undergraduate students being able to enroll in RSM graduate classes. This is not only seniors but all academic classifications. This will enable Banner to enforce this registration restriction. Seniors will still have the privileges afforded to them in the Graduate Catalog in terms of taking graduate courses. RSM has a practice of requiring seniors to have permission to enroll in graduate classes and this will still be the case. Molly Sullivan (Office of the Registrar) replied to an inquiry as to the best way to address this issue was to send a proposal through the normal curricular review process.

Impact on other units: The registration restriction limits registration to graduate students only which is the intent of the course. The course is not required by any other degree programs on campus. Students outside of RSM have rarely taken the course.

Financial Impact: There is no financial impact only a change in registration restriction, course title, and course description. The course is taught as the regular teaching load of existing faculty.

Additional Documentation: The change does not require any additional approvals based on the Curricular Changes Chart. **This course is not used in SACSCOC SLOs the changes do not need to be reported. The change is not substantive and does not need to be reported to SACSCOC.**

**ITEM 3-E: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to replace the last sentence of the Additional Documentation section of the Supporting Information.*

**ITEM 4: REVISE REGISTRATION RESTRICTION(S)**

**4-A RSM 510 Financial Aspects of Sport (3)**

Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.

*Formerly: RSM 510 Financial Aspects of Sport (3)*

*Registration Restriction(s): Recreation and Sport Management major.*

**ITEM 4-A: Approved (11/01)**

**4-B RSM 512 Legal Aspects of Sport (3)**

Registration Restriction(s): Recreation and Sport Management major or Kinesiology Major. Minimum student level – graduate.

*Formerly: RSM 512 Legal Aspects of Sport (3)*

*Registration Restriction(s): Recreation and Sport Management major or Kinesiology Major*

**ITEM 4-B: Approved (11/01)**

**4-C RSM 530 Sport and Media Issues (3)**

Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.

*Formerly: RSM 530 Sport and Media Issues (3)*

*Registration Restriction(s): Recreation and Sport Management major.*

**ITEM 4-C: Approved (11/01)**

**4-D RSM 535 Ethics in Sport Management**

Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.

*Formerly: RSM 535 Ethics in Sport Management*

*Registration Restriction(s): Recreation and Sport Management major.*

**ITEM 4-D: Approved (11/01)**

- 4-E RSM 540 Sport Marketing (3)**  
Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.  
*Formerly: RSM 540 Sport Marketing (3)*  
*Registration Restriction(s): Recreation and Sport Management major.*
- ITEM 4-E: Approved (11/01)**
- 4-F RSM 544 Leadership Theories (3)**  
Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.  
*Formerly: RSM 544 Leadership Theories (3)*  
*Registration Restriction(s): Recreation and Sport Management major.*
- ITEM 4-F: Approved (11/01)**
- 4-G RSM 550 Intercollegiate Athletics (3)**  
Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.  
*Formerly: RSM 550 Intercollegiate Athletics (3)*  
*Registration Restriction(s): Recreation and Sport Management major.*
- ITEM 4-G: Approved (11/01)**
- 4-H RSM 554 Environmental Sustainability in Sport (3)**  
Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.  
*Formerly: RSM 554 Environmental Sustainability in Sport (3)*  
*Registration Restriction(s): Recreation and Sport Management major.*
- ITEM 4-H: Approved (11/01)**
- 4-I RSM 555 Facility Planning and Development (3)**  
Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.  
*Formerly: RSM 555 Facility Planning and Development (3)*  
*Registration Restriction(s): Recreation and Sport Management major.*
- ITEM 4-I: Approved (11/01)**
- 4-J RSM 556 Sport and Religion (3)**  
Registration Restriction(s): Majors in the Department of Kinesiology, Recreation, and Sport Studies only. Minimum student level – graduate.  
*Formerly: RSM 556 Sport and Religion (3)*  
*Registration Restriction(s): Majors in the Department of Kinesiology, Recreation, and Sport Studies only.*
- ITEM 4-J: Approved (11/01)**
- 4-K RSM 580 Special Topics (1-3)**  
Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.  
*Formerly: RSM 580 Special Topics (1-3)*  
*Registration Restriction(s): Recreation and Sport Management major.*

**Supporting Information**

**Rationale:** There has been an issue with undergraduate students being able to enroll in RSM graduate classes. This is not only seniors but all academic classifications. This will enable Banner to enforce this registration restriction. Seniors will still have the privileges afforded to them in the Graduate Catalog in terms of taking graduate courses. RSM has a practice of requiring seniors to have permission to enroll in graduate classes and this will still be the case. Molly Sullivan (Office of the Registrar) replied to an inquiry as to the best way to address this issue was to send a proposal through the normal curricular review process.

**Impact on other units:** The registration restriction limits registration to graduate students only which is the intent of the course. The course is not required by any other degree programs on campus. Students outside of RSM have rarely taken the course.

**Financial Impact:** There is no financial impact only a change in registration restriction, course title, and course description. The course is taught as the regular teaching load of existing faculty.

Additional Documentation: The change does not require any additional approvals based on the Curricular Changes Chart. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 4-K: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to include the Supporting Information for items 4-A through 4-K.*

**4-L RSM 590 Sport Management Practicum (3)**

Registration Restriction(s): Recreation and Sport Management major. Minimum student level – graduate.

*Formerly: RSM 590 Sport Management Practicum (3)*

*Registration Restriction(s): Recreation and Sport Management major.*

**ITEM 4-L: Approved (11/01)**

**4-M RSM 594 Therapeutic Recreation Practicum (3)**

Registration Restriction(s): Recreation and Sport Management major -Therapeutic Recreation concentration. Minimum student level – graduate.

*Formerly: RSM 594 Therapeutic Recreation Practicum (3)*

*Registration Restriction(s): Recreation and Sport Management major - Therapeutic Recreation concentration.*

**ITEM 4-M: Approved (11/01)**

**4-N RSM 596 Therapeutic Recreation Internship (6)**

Registration Restriction(s): Recreation and Sport Management major -Therapeutic Recreation concentration. Minimum student level – graduate.

*Formerly: RSM 596 Therapeutic Recreation Internship (6)*

*Registration Restriction(s): Recreation and Sport Management major - Therapeutic Recreation concentration.*

**Supporting Information**

**Rationale:** There has been an issue with undergraduate students being able to enroll in RSM graduate classes. This is not only seniors but all academic classifications. This will enable Banner to enforce this registration restriction. Seniors will still have the privileges afforded to them in the Graduate Catalog in terms of taking graduate courses. RSM has a practice of requiring seniors to have permission to enroll in graduate classes and this will still be the case. Molly Sullivan (Office of the Registrar) replied to an inquiry as to the best way to address this issue was to send a proposal through the normal curricular review process.

**Impact on other units:** The registration restriction limits registration to graduate students only which is the intent of the course. The course is not required by any other degree programs on campus. Students outside of RSM have rarely taken the course.

**Financial Impact:** There is no financial impact only a change in registration restriction, course title, and course description. The course is taught as the regular teaching load of existing faculty.

**Additional Documentation:** The change does not require any additional approvals based on the Curricular Changes Chart. This change does not impact the data being gathered in regards to the SACSCOC SLOs No. 2 for the MS Degree in Recreation and Sport Management.

**ITEM 4-N: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to revise the last sentence of the Additional Documentation section of the Supporting Information.*

## DEPARTMENT OF NUTRITION

### STUDENT LEARNER OUTCOMES

#### (NUTR) NUTRITION

##### MS in Nutrition

1. By the time of program completion, students enrolled in the master's degree program will demonstrate readiness for professional employment in the discipline.
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, students in the public health nutrition concentration will have demonstrated the ability to apply public health nutrition skills in community settings.

##### PhD in Nutritional Sciences

1. Upon completing the program, the student will have the ability to interpret, critique, and synthesize research literature in nutrition.
2. Upon completing the program students will have demonstrated the ability to communicate and disseminate research findings.
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 proposal and to submit a grant proposal for research funding.
4. Upon completing the program, the student will attain a nutrition-related position appropriate to doctoral-prepared program graduates.

### I. COURSE CHANGES

#### (NUTR) NUTRITION

##### ITEM 1: ADD

##### 5-A NUTR 5XX (524) Public Health Nutrition: Community Assessment, Intervention, & Evaluation (4)

Examination of the socio-ecological model and nutrition-related protective and risk factors at each level of the model; community nutrition needs assessment, including defining nutrition-related services, gaps, and health disparities in target populations; development of population-focused goals and objectives to improve health; development of population-focused nutrition intervention and policy plans; development of evaluation plans for nutrition-related interventions, policies, and programs. **Includes field experiences.**

##### Supporting Information

Rationale: This new course will replace the NUTR 505/506 course sequence (being dropped) in the MS (PHN) program, and will result in the reduction of redundancies discovered as part of regular curricular review and student feedback. This course will be required for MS Nutrition students in the PHN concentration, as well as students completing the MS/MPH Dual program (and the identical program offered by Public Health, referred to as the MPH/MS Dual in their materials). In addition, this will reduce the number of required credit hours by 2, bringing our MS program into better alignment with peer institutions. This change supports SLO#3 of the MS in Nutrition.

**Course Format: The course will be offered in a "flipped" format, with 3 contact hours dedicated to lecture/discussion and 1 contact hour dedicated to concurrent field experiences. Please see the attached draft course syllabus.**

Impact on other units: Though only NUTR graduate students will take this course, this change will impact the MS/MPH Dual Program (also called the MPH/MS Dual Program in Public Health's materials). The NUTR faculty has worked closely with the PUBH faculty and both programs have put forth an identical Program Change proposal for their respective Dual programs. In addition, the head of the Department of Public Health has provided an emailed letter of support (attached).

Financial Impact: This course will replace one of the courses being dropped (NUTR 505/506) and will be taught by existing faculty as part of their normal course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: This course addition and changes to the relevant Nutrition Programs (addressed in Program Changes) were approved by the Nutrition faculty. The impact of this course addition on the MS/MPH and MPH/MS Dual programs was approved by the MPH Academic Program Committee in their meeting on 9/22/17 and a letter of support from the head of the Department of Public Health is attached (as an email). In addition, PUBH and NUTR have submitted duplicate language for their MPH/MS Dual and MS/MPH Dual Programs, respectively (see relevant Program Changes in NUTR and PUBH). No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. A draft of the course syllabus is attached.

**ITEM 5-A: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to revise the course description and to remove the "course format" section from the Supporting Information.*

**5-B NUTR 6XX (624) Public Health Nutrition Systems, Programs & Services PHN Systems Level (3)**

An in-depth examination of food and nutrition-related public health systems, programs, and services; an overview of public health and public health nutrition essential services in the US; an analysis of leadership and management roles of community and public health nutritionists in system- and community-level programs to support and improve population health; delineation of system-thinking theories and development of community-based nutrition-related systems models and diagrams.

(RE)Prerequisite(s): Graduate-level statistics course; Graduate-level community/public health assessment/intervention course(s)

**Supporting Information**

Rationale: This new course is designed to replace the NUTR 505/506 course sequence (being dropped) in the PhD program (Community Nutrition concentration), and will result in the reduction of redundancies discovered as part of regular curricular review and student feedback. This course will be required for PhD students in the Community Nutrition concentration, increasing the differentiation between the MS and PhD programs and providing training specific to those pursuing a terminal degree in this discipline. This change supports SLO#4 of the PhD in Nutrition.

**Course Format: On-campus, traditional lecture/seminar course. Please see the attached draft course syllabus.**

Impact on other units: Only students in the PhD program (Community Nutrition concentration) will be required to take this course and this course addition does not affect other programs. Therefore, no impact is expected on other units.

Financial Impact: This course will replace one of the courses being dropped (NUTR 505/506) and will be taught by existing faculty as part of their normal course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: This course addition and its impact on the Community Nutrition concentration of the PhD program (addressed in Program Changes) was approved by the Nutrition faculty. No additional approvals are required for this course addition. The change is not substantive and does not need to be reported to SACSCOC. A draft of the course syllabus is attached.

**ITEM 5-B: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to revise the course title and to remove the "course format" section from the Supporting Information.*

**5-C NUTR 6XX (626) Life Course Nutrition (3)**

Advanced nutrition principles related to needs across the life cycle will be explored in-depth (i.e., pregnancy, fetal development, lactation, infancy, early-, middle-, and late-childhood, adolescence, and young-, middle-, and late-adulthood). Factors associated with the ability to follow the Dietary Guidelines for Americans, at each relevant stage, will be discussed. An emphasis will be placed on the impact of these concepts on the maternal and child population.

(DE)Prerequisite(s): NUTR 511 or instructor consent

**Supporting Information**

Rationale: Regular curricular review and faculty participation in development of disciplinary competencies support the need for offering a course that focuses across the life span and employs a life course approach. Therefore, this course has been proposed as a replacement for NUTR 616 (Maternal and Child Nutrition), which was more limited in scope and which we are proposing to drop (below). This new course (626) will be required for all Nutrition graduate students as well as students completing the MS/MPH Dual program (and the identical program offered by Public Health, referred to as the MPH/MS Dual in their materials). This proposed change supports SLO#1 for both the MS and the PhD programs in Nutrition.

**Course Format: On-campus, traditional lecture/seminar course. Please see the attached draft course syllabus.**

Impact on other units: Though only NUTR graduate students will be required to take this course, this change will impact the MS/MPH Dual Program (also called the MPH/MS Dual Program in Public Health's materials). The NUTR faculty has worked closely with the PUBH faculty and both programs have put forth an identical Program Change proposal for their respective Dual programs. In addition, the head of the Department of Public Health has provided an emailed letter of support (attached). Moreover, with appropriate background or instructor consent, students in related disciplines, such as KRSS, CFS, and ANTHRO would be welcomed to take this course.

Financial Impact: This course will replace one of the courses being dropped (NUTR 616) and will be taught by existing faculty as part of their normal course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: This course addition and its impact on the relevant Nutrition Programs (addressed in Program Changes) was approved by the Nutrition faculty. This course addition and its impact on the MS/MPH and MPH/MS Dual programs, was approved by the MPH Academic Program Committee in their meeting on



9/22/17 and a letter of support from the head of the Department of Public Health is attached (as an email). In addition, PUBH and NUTR have submitted duplicate language for their MPH/MS Dual and MS/MPH Dual Programs, respectively (see relevant Program Changes in NUTR and PUBH). No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. A draft of the course syllabus is attached.

**ITEM 5-C: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to remove the "course format" section from the Supporting Information.*

**5-D NUTR 6XX (645) Advanced Research Methods (3)**

Funding mechanisms, scientific grant writing, advanced research design/methodology in nutrition, and peer review. (RE)Prerequisites: NUTR 543.

Supporting Information

Rationale: Regular curricular review, as well as feedback from students, indicates the current NUTR 543-545 (Research Methods I & II) course sequence is not meeting the needs of either MS or PhD students. This proposed course addition will allow for greater differentiation between the needs of these two types of student. This course will replace NUTR 545, which we are proposing to drop (below). The NUTR 6XX (645) content will be similar to the content offered in NUTR 545, but will be at a doctoral-level, emphasizing scientific grant-writing, funding mechanisms and design/methodology. In addition, it will be a 3-credit course, as opposed to the 2-credit NUTR 545 course. This supports SLO's 1, 2, and 3 of the PhD in Nutritional Sciences.

**Course Format: On-campus, traditional lecture/seminar course. Please see the attached draft course syllabus.**

Impact on other units: Only students in the Nutrition PhD Program will be required to take this course and this course addition does not affect other programs. Therefore, no impact is expected on other units.

Financial Impact: This course will replace one of the courses being dropped (NUTR 545) and will be taught by existing faculty as part of their normal course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: This course addition and its impact on the relevant Nutrition programs (addressed in Program Changes) was approved by the Nutrition faculty. No additional approvals are required for this course addition (and its impact on the Nutrition PhD program, addressed in Program Changes). The change is not substantive and does not need to be reported to SACSCOC. A draft of the course syllabus is attached.

**ITEM 5-D: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to remove the "course format" section from the Supporting Information.*

**ITEM 6: DROP**

**6-A NUTR 505 Nutrition Intervention in the Community (3)**

**ITEM 6-A: Approved (11/01)**

**6-B NUTR 506 Public Health Nutrition Management (3)**

Supporting Information

Rationale: Regular curricular review and feedback from students indicates the need to reduce redundancies in existing courses as well as to increase the differentiation between our MS and PhD programs. Dropping the NUTR 505/506 course sequence, and replacing these with courses designed to reduce these identified redundancies and increase differentiation between the MS and PhD programs, will allow us to better meet the needs of our graduate students.

Impact on other units: Dropping these courses will affect students in our MS and PhD programs (addressed in Program Changes, below), as well as students in the MS/MPH Dual Program (called the MPH/MS Dual Program in Public Health's materials). The NUTR faculty has worked closely with the PUBH faculty and both programs have put forth an identical Program Change proposal for their respective Dual programs. In addition, the head of the Department of Public Health has provided an emailed letter of support (attached).

Financial Impact: This course sequence will be replaced with course work, proposed above (524 and 624), which will be taught by existing faculty as part of their normal course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: These course drops and their impact on the relevant Nutrition programs (addressed in Program Changes) were approved by the Nutrition faculty. The impact of these course drops on the MS/MPH and MPH/MS Dual programs were approved by the MPH Academic Program Committee in their meeting on 9/22/17 and a letter of support from the head of the Department of Public Health is attached (as an email). In addition, PUBH and NUTR have submitted duplicate language for their MPH/MS Dual and MS/MPH Dual Programs, respectively (see relevant Program Changes in NUTR and PUBH). No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 6-B: Approved (11/01)**

**6-C NUTR 545 Research Methods II (2)**

Supporting Information

Rationale: Regular curricular review and feedback from students indicates the need to reduce identified redundancies and to further differentiate our MS and PhD programs from one another. Along with dropping NUTR 545 from the NUTR 543/545 course sequence, we are proposing to increase NUTR 543 by one credit hour (below) and to add a 3-credit 600 level Advanced Research Methods course (NUTR 645, above).

Impact on other units: Dropping this course will affect students in our MS and PhD programs (addressed in Program Changes, below), as well as students in the MS/MPH Dual Program (called the MPH/MS Dual Program in Public Health's materials). The NUTR faculty has worked closely with the PUBH faculty and both programs have put forth an identical Program Change proposal for their respective Dual programs. In addition, the head of the Department of Public Health has provided an emailed letter of support (attached).

Financial Impact: This course will be replaced with course work changes proposed elsewhere (adding 1 credit hour to NUTR 543 and adding NUTR 645), which will be taught by existing faculty as part of their normal course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: This course drop and its impact on the relevant Nutrition programs (addressed in Program Changes) were approved by the Nutrition faculty. The impact of this drop on the MS/MPH and MPH/MS Dual programs were approved by the MPH Academic Program Committee in their meeting on 9/22/17 and a letter of support from the head of the Department of Public Health is attached (as an email). In addition, PUBH and NUTR have submitted duplicate language for their MPH/MS Dual and MS/MPH Dual Programs, respectively (see relevant Program Changes in NUTR and PUBH). No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 6-C: Approved (11/01)**

**6-D NUTR 616 Maternal and Child Nutrition (3)**

Supporting Information

Rationale: Regular curricular review and faculty participation in development of disciplinary competencies supports the need for offering a course that increases the focus across the life span and employs a life course approach. Therefore, this course has been revised to such an extent that the NUTR faculty believe it will now be a substantively different course. Therefore, we are proposing to drop NUTR 616, and replace it with NUTR 6XX (626) Life Course Nutrition (addressed in the "ADD", above).

Impact on other units: Dropping this course will affect students in our MS and PhD programs (addressed in Program Changes, below), as well as students in the MS/MPH Dual Program (called the MPH/MS Dual Program in Public Health's materials). The NUTR faculty has worked closely with the PUBH faculty and both programs have put forth an identical Program Change proposal for their respective Dual programs. In addition, the head of the Department of Public Health has provided an emailed letter of support (attached).

Financial Impact: This course will be replaced by the proposed new NUTR 626 course, which will be taught by existing faculty as part of their normal course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: This course drop and its impact on the relevant Nutrition programs (addressed in Program Changes) were approved by the Nutrition faculty. The impact of this course drop on the MS/MPH and MPH/MS Dual programs was approved by the MPH Academic Program Committee in their meeting on 9/22/17 and a letter of support from the head of the Department of Public Health is attached (as an email). In addition, PUBH and NUTR have submitted duplicate language for their MPH/MS Dual and MS/MPH Dual Programs, respectively (see relevant Program Changes in NUTR and PUBH). No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 6-D: Approved (11/01)**

**ITEM 7: REVISE COURSE TITLE AND CREDIT HOURS**

**7-A NUTR 543 Research Methods (3)**

*Formerly: NUTR 543 Research Methods I (2)*

Supporting Information

Rationale: Regular curricular review and feedback from students indicates the need to reduce identified redundancies and to further differentiate our MS and PhD programs from one another. Along with dropping NUTR 545 from the NUTR 543/545 course sequence (addressed above), we are proposing to increase NUTR



543 by one credit hour and to add a 3-credit 600 level Advanced Research Methods course (NUTR 6XX (645), addressed above). Increasing the credit hours of NUTR 543, from 2 to 3, reflects the current course content and expectations and allows for incorporation of some of the content from NUTR 545 (being dropped) into the course. This course will continue to be required of both MS and PhD students as well as students completing the MS/MPH Dual program (and the identical program offered by Public Health, referred to as the MPH/MS Dual in their materials). However, PhD students will also be required to take the newly proposed NUTR 645 course. The change to NUTR 543 supports SLO #2 of the MS in Nutrition and SLOs 1-3 of the PhD Program.

Impact on other units: Revising the credit amount of this course will affect students in our MS and PhD programs (addressed in Program Changes, below), as well as students in the MS/MPH Dual Program (called the MPH/MS Dual Program in Public Health's materials). The NUTR faculty has worked closely with the PUBH faculty and both programs have put forth an identical Program Change proposal for their respective Dual programs. In addition, the head of the Department of Public Health has provided an emailed letter of support (attached).

Financial Impact: This credit increase will be offset by course work changes proposed elsewhere (dropping NUTR 545) and will be taught by existing faculty as part of their normal course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: This 1 credit hour increase and its impact on the relevant Nutrition programs (addressed in Program Changes) were approved by the Nutrition faculty. The impact of this credit change on the MS/MPH and MPH/MS Dual programs were approved by the MPH Academic Program Committee in their meeting on 9/22/17 and a letter of support from the head of the Department of Public Health is attached (as an email). In addition, PUBH and NUTR have submitted duplicate language for their MPH/MS Dual and MS/MPH Dual Programs, respectively (see relevant Program Changes in NUTR and PUBH). No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 7-A: Approved (11/01)**

#### **ITEM 8: REVISE CREDIT HOURS**

##### **8-A NUTR 515 Field Study in Community Nutrition (3-12)**

*Formerly: NUTR 515 Field Study in Community Nutrition (1-12)*

###### **Supporting Information**

Rationale: Students in both the MS (PHN concentration) program and the MS/MPH Dual Program (called the MPH/MS Dual Program in Public Health's materials) are required to complete a minimum of 3 credit hours of NUTR 515. Though neither program explicitly states in the catalog that students must take a minimum of 3 credit hours of NUTR 515, this is how students are advised in our departments and it is essential for the students to register for these 3 credit hours in order to reach the required credit hours for degree completion. Recently, students have been registering for only one credit hour of NUTR 515, despite this advising (and detailed explanation in our Graduate Handbook). Because this is not detailed in the requirements of either program, there is no need to revise any program language. This only needs to be revised in the course description section of the catalog. Increasing the minimum number of credit hours' students can register for (from "1" to "3") should eliminate this potential registration error.

Impact on other units: Students in our MS (PHN concentration) as well as those pursuing the MS/MPH Dual Program (called the MPH/MS Dual Program in Public Health's materials) are required to take this course. However, this revision to the minimum credit hours is not a change and there is no program language that needs to change. This is a housekeeping issue.

Financial Impact: There is no expected financial impact on the faculty, departments, or college. Completion of 3 hours of NUTR 515 is already a degree requirement.

Additional documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 8-A: Approved (11/01)**

#### **ITEM 9: REVISE RECOMMENDED BACKGROUND**

##### **9-A NUTR 512 Advances in Vitamin and Mineral Metabolism (3)**

Recommended Background: Advanced nutrition course or instructor consent.

*Formerly: NUTR 512 Advances in Vitamin and Mineral Metabolism (3)*

*Recommended Background: Advanced nutrition course.*

###### **Supporting Information**

Rationale: Regular curricular review identified an inconsistency between the current course syllabus and the recommended background listed in the catalog. The proposed revised language reflects the preferred recommended background of the course instructors.

**Impact on other units:** There are no impacts expected on other units, as this course is only required of Nutrition graduate students.

Impact on other units: None. This course is only required of Nutrition graduate students. This change does not reduce the ability of students in other programs to take it as an elective.

Financial Impact: This is not a substantive change and does not change anything about the faculty course load. No financial impact is expected on the faculty, department, or college.

Additional documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 9-A: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to remove the duplicate listing of Impact on Other Units section of the Supporting Information.*

## II. PROGRAM CHANGES

### ITEM 10: REVISE THE NUTRITION MAJOR, MS – THESIS OPTION REQUIREMENTS

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=21&poid=9072](http://catalog.utk.edu/preview_program.php?catoid=21&poid=9072)

In the 2018-2019 Graduate Catalog, for the Nutrition Major, MS, Thesis Option Requirements, revise to remove the description text under the Thesis Option and revise the first three bullet points for the Public Health Nutrition concentration and the first three bullets for the Cellular and Molecular Nutrition concentration, as follows:

#### FROM:

Thesis Option

The program consists of a minimum of 39 hours with at least 20 hours of coursework in the department.

#### Public Health Nutrition concentration

- Public health nutrition students must take NUTR 505, NUTR 506, NUTR 509, NUTR 511, NUTR 512, NUTR 515, NUTR 616, NUTR 522, NUTR 543 and NUTR 545, and PUBH 520, PUBH 530, PUBH 540.
- 6 hours of NUTR 500
- An oral comprehensive examination is required upon completion of the thesis.

#### Cellular and Molecular Nutrition concentration

- Cellular and molecular nutrition students must take NUTR 511, NUTR 512, NUTR 543 and NUTR 545, ~~NUTR 616 (or NUTR 505, with consent of instructor)~~, 3 hours of graduate-level statistics, LFSC 520, BCMB 440 and ANSC 550 (or appropriate substitutions, as identified by faculty advisor), and 6-7 additional hours in Nutrition or in a cognate area outside the department.
- 6 hours of NUTR 500.
- An oral comprehensive examination is required upon completion of the thesis.

#### TO:

Thesis Option

#### Public Health Nutrition concentration

- Public health nutrition students must take NUTR 509, NUTR 515, NUTR 522, NUTR 524, NUTR 543, NUTR 626, and at least 6 additional credits of graduate course work in NUTR (exclusive of thesis), as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program
- PUBH 520, PUBH 530, and PUBH 540
- 6 credit hours of NUTR 500
- An oral comprehensive examination is required upon completion of the thesis.

#### Cellular and Molecular Nutrition concentration

- Cellular and molecular nutrition students must take NUTR 511, NUTR 512, NUTR 543, NUTR 621, NUTR 626, and 2 credit hours of NUTR 549
- 3 credit hours of graduate-level statistics, BCMB 440, LFSC 520 and an additional 3 credits of graduate course work outside the NUTR department, as identified by faculty advisor and approved by the Departmental Director of Graduate Studies. Appropriate substitutions for BCMB 440 or LFSC 520, if required, must be approved by the Departmental Director of Graduate Studies
- 6 credit hours of NUTR 500

- An oral comprehensive examination is required upon completion of the thesis.

#### Supporting Information

Rationale: These changes to the MS thesis program (PHN and CMN concentrations) incorporate the proposed course changes that resulted from regular curricular review and student feedback, and support SLO#1 of the MS in Nutrition. Removal of the sentence under "Thesis Option" should reduce confusion for students, as each program has slightly different credit requirements. In addition, suggested revisions to bullet order (e.g., grouping departmental and non-departmental courses into separate bullets, putting course numbers in sequential order, when possible, etc.) should result in increased clarity of requirements for each program. All changes have been approved by the Nutrition faculty. Rationale for specific changes to each program are outlined below:

PHN concentration: 1<sup>st</sup> bullet - We propose removing NUTR 511 and NUTR 512 from the list of required credits, and replacing these hours with 6 NUTR graduate credits. PHN students may still take these courses, but removing this requirement increases flexibility. Adding the language about relevant approvals ensures appropriate courses will be selected; 2<sup>nd</sup> bullet – moving PUBH courses into a separate bullet should contribute to increased clarity; 3<sup>rd</sup> bullet – Adding 'credit' is a housekeeping change.

CMN concentration: 1<sup>st</sup> bullet - We propose removing NUTR 505 (now NUTR 5XX (524)) from the CMN thesis requirements, as this wording is quite cumbersome, is an option that has not been selected in recent memory, and is something that could be petitioned should a student have reason to take that course in place of NUTR 616 (now NUTR 6XX (626)). We believe this will reduce confusion in the catalog and can be addressed in our Graduate Handbook. In addition, we propose adding NUTR 621, as this has long been a recommended elective for these students. Addition of 2 hours of NUTR 549 better reflects the expectation that students participate in special topics; 2<sup>nd</sup> bullet - Moving the course work to be completed outside of the department into a separate bullet should contribute to increased clarity. The changes to the first bullet also allow us to be more specific with the credits in this second bullet (i.e., removing the somewhat confusing phrase "...and 6-7 additional hours in Nutrition or in a cognate area outside the department"). Adding the language about relevant approvals ensures appropriate courses will be selected.

Impact on other units: None. All proposed new courses and modified courses are taken by program students only. Dropped courses were taken by program students only.

Financial Impact: These courses will be taught by existing faculty as part of their regular course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: The Nutrition faculty have agreed to these course and program changes and these changes will increase the ability of our program to meet the needs of the MS thesis student. No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

#### **ITEM 10: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to add "credit" to the third bullet point under the Cellular and Molecular Nutrition concentration listing.*

#### **ITEM 11: REVISE THE NUTRITION MAJOR, MS – NON-THESIS OPTION REQUIREMENTS**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=21&poid=9072](http://catalog.utk.edu/preview_program.php?catoid=21&poid=9072)

In the 2018-2019 Graduate Catalog, for the Nutrition Major, MS, Non-Thesis Option Requirements, revise to remove the description text under the Non-Thesis Option and revise the first three bullet points for the Public Health Nutrition concentration and the first three bullet points for the Cellular and Molecular Nutrition concentration, as follows:

#### **FROM:**

Non-Thesis Option

~~The program consists of a minimum of 41 hours with at least 29 hours of coursework in the department.~~

#### Public Health Nutrition concentration

- Public health nutrition students must take NUTR 505, NUTR 506, NUTR 509, NUTR 511, NUTR 512, NUTR 515, NUTR 616, NUTR 519, NUTR 522, NUTR 543 and NUTR 545, and PUBH 520, PUBH 530, PUBH 540.
- 3 hours in social/behavioral science and education electives are required.
- A written comprehensive examination is required for completion of the program.
- A culminating experience is required. This culminating experience will be fulfilled upon successful completion of NUTR 519, Analysis of Practice in Community Nutrition.

#### Cellular and Molecular Nutrition concentration

- 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 548 **or NUTR 549**).
- A written comprehensive examination is required for completion of the program.

TO:

Non-Thesis Option

#### Public Health Nutrition concentration

- Public health nutrition students must take NUTR 509, NUTR 515, NUTR 519, NUTR 522, NUTR 524, NUTR 543, NUTR 626 and at least 6 additional credits of graduate course work in NUTR, as identified by faculty advisor and approved by the Director of the Public Health Nutrition Graduate Program.
- PUBH 520, PUBH 530, and PUBH 540
- 3 graduate credit hours in social/behavioral science **and or** education electives are required
- A written comprehensive examination is required for completion of the program
- A culminating experience is required. This culminating experience will be fulfilled upon successful completion of NUTR 519, Analysis of Practice in Community Nutrition.

#### Cellular and Molecular Nutrition concentration

- Cellular and molecular nutrition students must take NUTR 511, NUTR 512, NUTR 543, **NUTR 549 (for 3 credit hours)**, NUTR 626, **and either** NUTR 618 **or** NUTR 621, **and 3 credit hours of NUTR 549**
- 3 credit hours of graduate-level statistics, BCMB 440, LFSC 520 and an additional 3 credit hour graduate course outside the NUTR department, as identified by faculty advisor and approved by the Departmental Director of Graduate Studies. Appropriate substitutions for BCMB 440 or LFSC 520, if required, must be approved by the Departmental Director of Graduate Studies.
- 3 additional credit hours in graduate-level electives
- A culminating experience is required as approved by the student's committee (must register for at least 3 hours of **NUTR 548**).
- A written comprehensive examination is required for completion of the program.

#### Supporting Information

Rationale: These changes to the MS non-thesis program (PHN and CMN concentrations) incorporate the proposed course changes resulting from regular curricular review and student feedback, and support SLO#1 of the MS in Nutrition. Removal of the sentence under "Non-thesis Option" should reduce confusion for students, as each program has slightly different credit requirements. In addition, suggested revisions to bullet order (e.g., grouping departmental and non-departmental courses into separate bullets, putting course numbers in sequential order, when possible, etc.) should result in increased clarity of requirements for each program. All changes have been approved by the Nutrition faculty. Rationale for specific changes to each program are outlined below:

PHN concentration: 1<sup>st</sup> bullet - We propose removing NUTR 511 and NUTR 512 from the list of required credits, and replacing these hours with 6 NUTR graduate credits. PHN students may still take these courses, but removing this requirement increases flexibility. Adding the language about relevant approvals ensures appropriate courses will be selected; 2<sup>nd</sup> bullet – moving the PUBH courses into a separate bullet should contribute to increased clarity; 3<sup>rd</sup> bullet – Adding 'graduate credit' is a housekeeping change.

CMN concentration: 1<sup>st</sup> bullet - We propose removing NUTR 505 (now NUTR 5XX (524)) from the CMN non-thesis requirements, as this wording is quite cumbersome, is an option that has not been selected in recent memory, and is something that could be petitioned should a student have reason to take that course in place of NUTR 616 (now NUTR 6XX (626)). We believe this will reduce confusion in the catalog and can be addressed in our Graduate Handbook. In addition, we propose requiring students to take either NUTR 621 or NUTR 618, rather than both, which will increase flexibility for these students. Revising the language requiring NUTR 618 OR NUTR 621 eliminates the need for the second sentence in the first bullet (re: course substitutions) so that has been removed. Addition of 3 hours of NUTR 549 better reflects the expectation that students participate in special topics courses; 2<sup>nd</sup> bullet - Moving the course work to be completed outside of the department into a separate bullet should contribute to increased clarity. The changes to the first bullet also allow us to be more specific with the credits in this second bullet (i.e., removing the somewhat confusing phrase "...and 6-7 additional hours in Nutrition or in a cognate area outside the department"). Revision to the sentence regarding relevant approvals reflects the correct title for the Director position in the department (e.g., "Director of the Graduate Program" should be "Departmental Director of Graduate Studies"); 3<sup>rd</sup> bullet – clarifies that 3 hours of graduate credits may be inside or outside of the department.

Impact on other units: None. All proposed new courses and modified courses are taken by program students only. Dropped courses were taken by program students only.

Financial Impact: These courses will be taught by existing faculty as part of their regular course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: The Nutrition faculty have agreed to these course and program changes and these changes will increase the ability of our program to meet the needs of the MS non-thesis student. No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 11: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to replace the word "and" with "or" in the third bullet point for the Public Health Nutrition concentration and to revise the first and fourth bullet points for the Cellular and Molecular Nutrition concentration.*

**ITEM 12: REVISE THE NUTRITIONAL SCIENCES MAJOR, PHD REQUIREMENTS**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=21&poid=9074](http://catalog.utk.edu/preview_program.php?catoid=21&poid=9074)

In the 2018-2019 Graduate Catalog, for the Nutritional Sciences Major, PhD, revise the Coursework (Minimum) section text to include the Cellular and Molecular Nutrition concentration and Community Nutrition concentration requirements, and to remove the last sentence, as follows:

**FROM:**

Coursework (Minimum)

- 16 credit hours in nutrition; these must include NUTR 511, NUTR 512, NUTR 543, NUTR 545, ~~NUTR 505 or NUTR 616~~ (depending on track and background); and additional graduate level nutrition courses to make up any credit deficiencies.
- Cellular and Molecular Nutrition concentration: NUTR 616 (or NUTR 505, with consent of instructor), LFSC 520, BCMB 440, and ANSC 550 (or appropriate substitutions, as identified by faculty advisor and approved by the Director of the Graduate Program).
- Community Nutrition concentration: NUTR 506, NUTR 522, and PUBH 640.
- 6 credit hours of graduate-level statistics.
- 6 credit hours in a cognate area.
- 9 credit hours at the 600-level (exclusive of dissertation NUTR 600); at least 4 of these credit hours must be in nutrition.

~~Students receiving a Graduate Teaching Assistantship (GTA) and without previous college teaching experience are required to take the fall semester teaching seminar for GTAs.~~

**TO:**

Coursework (Minimum)

Cellular and Molecular Nutrition concentration

- ~~16 credit hours in nutrition; these must include~~ NUTR 511, NUTR 512, NUTR 543, ~~NUTR 626 645, and NUTR 626 645~~
- BCMB 440, LFSC 520, and an additional 3 credit graduate course (graded A-F) outside the NUTR department, as identified by faculty advisor and approved by the Departmental Director of Graduate Studies. Appropriate substitutions for LFSC 520 or BCMB 440, if required, must be approved by the Departmental Director of Graduate Studies.
- 6 credit hours of graduate-level statistics.
- Additional courses at the graduate level, exclusive of dissertation, to make up any credit hour deficiencies.
- At least 9 credit hours must be at the 600-level (exclusive of dissertation NUTR 600)
- A minimum of 24 credit hours of dissertation (NUTR 600)

Community Nutrition concentration

- ~~16 hours in nutrition; these must include~~ NUTR 511, NUTR 512, NUTR 522, NUTR 543, ~~NUTR 645,~~ NUTR 624, ~~NUTR 626, NUTR 645~~
- PUBH 640
- 6 credit hours of graduate-level statistics
- Additional courses at the graduate level, exclusive of dissertation, to make up any credit hour deficiencies.
- A minimum of 24 credit hours of dissertation (NUTR 600)

Supporting Information

Rationale: These changes to the PhD program (CMN and Community Nutrition (CN) concentrations) incorporate the proposed course changes resulting from regular curriculum review conducted by the Nutrition faculty as well as student feedback requesting increased differentiation between the MS and PhD degrees. These changes have been approved by the Nutrition faculty and support SLO's 1, 2, and 3 of the PhD in

Nutritional Sciences. We have also separated out the two concentrations, and removed unnecessary bullets, in order to decrease confusion. For example, we are removing reference to a cognate area, as this is not a University requirement, and the current format is often interpreted as an additive list, which is incorrect. Rationale for specific changes to each program are outlined below:

CMN concentration: 1<sup>st</sup> bullet - We propose removing NUTR 505 (now NUTR 5XX (524)) from the CMN PhD requirements, as this wording is quite cumbersome, is an option that has not been selected in recent memory, and is something that could be petitioned should a student have reason to take that course in place of NUTR 616 (now NUTR 6XX (626)). We believe this will reduce confusion in the catalog and can be addressed in our Graduate Handbook. The remaining changes in this bullet reflect course adds and drops (addition of advanced research methods NUTR 6XX (645) and replacement of NUTR 616 with NUTR 6XX (626)); 2<sup>nd</sup> bullet - Moving the course work to be completed outside of the department into a separate bullet, and requiring the elective to be graded A-F, should contribute to increased clarity of requirements. Revision to the phrase regarding relevant approvals ensures appropriate course selection and reflects the correct title for the Director position in the department (e.g., "Director of the Graduate Program" should be "Departmental Director of Graduate Studies"); 3<sup>rd</sup> bullet - Adding 'credit' is a housekeeping change; 4<sup>th</sup> bullet - this language ensures any credit discrepancies must be identified and addressed; 5<sup>th</sup> bullet - ensures the requirement is met, as only 6 specified credits are at the 600 level; 6<sup>th</sup> bullet - clarifies the need for an additional 24 hours of NUTR 600.

CN concentration: The entire content is "new" and so is all underlined. However, specific changes are as follows: 1<sup>st</sup> bullet - reflects course adds and drops (addition of NUTR 6XX (624) Public Health Nutrition Systems, Programs & Services PHN Systems Level; and replacement of NUTR 545 with NUTR 6XX (645) Advanced Research Methods, and NUTR 616 with NUTR 6XX (626)); 2<sup>nd</sup> bullet - Moving the PUBH course into a separate bullet should contribute to increased clarity; 3<sup>rd</sup> bullet - Adding 'credit' is a housekeeping change; 4<sup>th</sup> bullet - Ensures any credit discrepancies are identified and addressed; 5<sup>th</sup> bullet - Clarifies need for an additional 24 hours of NUTR 600.

Removing the last line of this section, re: GTA seminar, removes a requirement we no longer enforce.

Impact on other units: None. All proposed new courses and modified courses are taken by program students only. Dropped courses were taken by program students only. Impacts on students pursuing the MS/MPH Dual degree (or the identical MPH/MS Dual degree) will be presented in another item.

Financial Impact: These courses will be taught by existing faculty as part of their regular course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either the department or college budget.

Additional documentation: The Nutrition faculty have agreed to these changes and these changes will increase the ability of our program to meet the needs of the PhD student. No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 12: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to revise the first bullet point under the Cellular and Molecular Nutrition concentration and the Community Nutrition concentration sections.*

**ITEM 13: REVISE THE DUAL MS-MPH PROGRAM – NUTRITION/PUBLIC HEALTH MAJOR REQUIREMENTS**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=21&poid=8974](http://catalog.utk.edu/preview_program.php?catoid=21&poid=8974)

In the 2018-2019 Graduate Catalog, for the Dual MS-MPH Program – Nutrition/Public Health Major, revise the Requirements and Approved Dual Credit description text, including moving the last sentence in the paragraph "For non-thesis students" to its own line, as follows:

**FROM:**

**Requirements**

A dual degree candidate must satisfy the requirements for both the Master of Science (public health nutrition concentration) and the Master of Public Health degree, as well as the requirements for the dual program. All candidates for the dual degree must successfully complete PUBH 510, PUBH 537, and PUBH 555; 2 hours (1 hour each) of PUBH 509 and NUTR 509; and a minimum of 58-61 graduate credit hours (depending on the program of interest), which includes core MPH courses and required MS courses (may also include thesis hours). The Department of Nutrition will award a maximum of 9 hours toward the MS for successful completion of approved graduate-level public health courses offered in the Department of Public Health. The Department of Public Health will award a maximum of 14 (non-thesis) - 16 (thesis) graduate hours toward the MPH for successful completion of approved courses offered in the Department of Nutrition.

All courses for which such cross-credit is awarded must be approved by the MPH Academic Program Committee and the student's graduate committee. A single block field experience (or public health internship) is required of all students and the analytical field paper incorporates public health nutrition and the student's public health concentration.

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

**Approved Dual Credit**



For thesis students, MS courses to be counted toward the MPH program would include up to 9 hours of NUTR 505, NUTR 506, and NUTR 515, 1 hour of NUTR 509, a maximum of 3 hours of NUTR 543 and NUTR 545, and 3 hours of NUTR 616 (16 graduate hours).

For non-thesis students, MS courses to be counted toward the MPH program must include a maximum of 10 hours of NUTR 505, NUTR 506, NUTR 515 and NUTR 519, 1 hour of NUTR 509, and 3 hours of NUTR 616 (14 graduate hours). For thesis and non-thesis students MPH courses to be counted toward the MS include PUBH 520, PUBH 530 and PUBH 540.

TO:

#### Requirements

A dual degree candidate must satisfy the requirements for both the Master of Science (public health nutrition concentration) and the Master of Public Health degree, as well as the requirements for the dual program. All candidates for the dual degree must successfully complete PUBH 510, PUBH 537, and PUBH 555; 2 hours (1 hour each) of PUBH 509 and NUTR 509; and a minimum of 56-59 graduate credit hours (depending on the program of interest), which includes core MPH courses and required MS courses (may also include thesis hours). The Department of Nutrition will award a maximum of 9 hours toward the MS for successful completion of approved graduate-level public health courses offered in the Department of Public Health. The Department of Public Health will award a maximum of 12 (non-thesis) - 14 (thesis) graduate hours toward the MPH for successful completion of approved courses offered in the Department of Nutrition.

All courses for which such cross-credit is awarded must be approved by the MPH Academic Program Committee and the student's graduate committee. A single block field experience (or public health internship) is required of all students and the analytical field paper incorporates public health nutrition and the student's public health concentration. Dual-degree students who withdraw from the program before completion of the requirements for both degrees will not receive credit towards the MS or MPH for courses taken in the other program, except as such courses qualify for credit without regard to the dual program.

#### Approved Dual Credit

For thesis students, MS courses to be counted toward the MPH program would include up to 9 credit hours of NUTR 524 and NUTR 515, 1 hour of NUTR 509, 3 credit hours of NUTR 543, and 3 hours of NUTR 626 (14 graduate credit hours).

For non-thesis students, MS courses to be counted toward the MPH program must include a maximum of 10 credit hours of NUTR 524, NUTR 515 and NUTR 519, 1 credit hour of NUTR 509, and 3 credit hours of NUTR 626 (12 graduate credit hours).

For thesis and non-thesis students MPH courses to be counted toward the MS include PUBH 520, PUBH 530 and PUBH 540.

#### Supporting Information

Rationale: These changes to the MS/MPH Dual program reflect course revisions proposed by the NUTR faculty, following regular curricular review as well as feedback from students in the program resulting in identification of redundancies and the need to increase differentiation between the MS and PhD programs. In addition, these changes result in a net decrease of 2 credit hours for both concentrations (i.e., going from 58-61 credits to 56-59 credits, depending on the program of interest). This will bring our Dual program into better alignment with peer institutions. These revisions to the MS/MPH Dual program have been approved by the Nutrition faculty and by the MPH Academic Program Committee in their meeting on 9/22/17. PUBH has submitted duplicate language for their identical MPH/MS Dual program. This proposed change will increase the ability of the Dual program to meet student needs. In addition, formatting revisions will increase the similarity of presentation of this dual degree in both the NUTR and the PUBH catalog showcases. This supports SLO#3 of the MS in Nutrition.

Impact on other units: This change will impact students in the MS/MPH Dual Program (called the MPH/MS Dual Program in Public Health's materials). The NUTR faculty has worked closely with the PUBH faculty and both programs have put forth an identical Program Change proposal for their respective Dual programs. In addition, the head of the Department of Public Health has provided an emailed letter of support (attached).

Financial Impact: These courses will be taught by existing faculty as part of their regular course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either departments or the college budget.

Additional documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. The reduction of 2 credit hours does not violate a minimum credit threshold requirement for a dual degree, as noted in an email communication with Heather Hartman at the Office of the Provost (see attached).

**ITEM 13: Approved (11/01)**

## DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

### STUDENT LEARNER OUTCOMES

#### MS Track I Learner Outcomes

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

#### MS Track II Learner Outcomes

1. The candidate understands the central concepts, tools of inquiry, structures of the discipline 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)

#### Rehabilitation Counseling for the Deaf Learner Outcomes

1. Students will understand advanced topics related to the deaf community to enhance practice as rehabilitation counselors for persons who are deaf or hard of hearing.
2. Students will understand advanced topics related to public and private services available through community agencies for persons who are deaf or hard of hearing, with an emphasis upon vocational rehabilitation services.
3. Students will gain a deep understanding of special populations within the deaf community, including but not limited to persons who are deaf and blind, late-deafened individuals, and veterans who have become deaf or hard-of-hearing through service-connected circumstances.
4. Students will learn appropriate counseling skills using American Sign Language (ASL).
5. Students will be immersed in American Sign Language (ASL) by virtue of courses being taught using ASL as the means of delivering lecture materials.

#### Urban Learner Outcomes

1. Understand and acquire leadership abilities and change strategies to improve teaching and learning in urban school contexts.  
NBPTS Standard 1: Teachers are committed to students and their learning.  
NBPTS Standard 5: Teachers are members of learning communities.
2. Demonstrate an array of teaching/learning strategies or instructional models aligned with the needs of students and families in urban school communities.  
NBPTS Standard 4: Teachers think systematically about their practice and learn from experience.
3. Demonstrate the ability to assess student learning and achievement in urban school contexts  
NBPTS Standard 3: Teachers are responsible for managing and monitoring student learning.

### I. COURSE CHANGES

(ASL) AMERICAN SIGN LANGUAGE

#### ITEM 14: ADD

##### 14-A ASL 4XX (422) Deaf Literature and ASL Folklore (3)

This course provides an opportunity for ASL students to explore various genres of literature by and about d/Deaf people. Concentrates on d/Deaf characters and the influences of Deaf culture and Deaf history on literacy works from early 1900s to the present. There will be extensive use of videotaped materials. The course content will include viewing and discussing works performed by Deaf poets, writers, dramatists, and storytellers. Taught in ASL.

(RE) Prerequisite(s): 212

#### Supporting Information

Rationale: We are adding ASL 422 as a requirement of the new ASL Education Post-Bac concentration and an option for ASL minors. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, PreK-12. A class on Deaf Literature is required for graduates to obtain professional certification and/or state licensure in the teaching of American Sign Language. Related to SACS, candidates will learn central concepts and structures of the discipline(s)—learning outcome 1 **for MS Track II**.

Impact on other units: There is no impact on other units. However, the course will be part of a program concurrently being proposed in the **Graduate Undergraduate** CRC, the American Sign Language (ASL) Education Professional Internship concentration.

Financial impact: This course will be offered **bi-annually in the summer every other summer** by current ASL faculty. No additional resources are required.



Additional documentation: No additional approvals are required. However, this course will also be proposed concurrently to the next UG CRC as a new course offering as part of the ASL Minor. The change is not substantive and does not need to be reported to SACSCOC.

We are requesting the number 422 for this ASL course so that it follows in sequence ASL 421 (we are updating the title and description of ASL 421 in this same narrative). This course will be offered for both UG and Grad credit and is being submitted to both CRC committees concurrently.

**ITEM 14-A: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to the Rationale, Impact on Other Units, and Financial Impact sections of the Supporting Information.*

**14-B ASL 4XX (455) Teaching of World Languages (3)**

ACTFL standards-based instructional methods, resources, integrated technologies, second language theories, research and evaluation for world languages. Required for licensure in World Languages. Registration Restriction(s): Admission to teacher education or consent of instructor.

Cross listed with WLEL 455

**Supporting Information**

Rationale: We are adding ASL 455 and cross listing it with WLEL 455. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a world language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, PreK-12. ASL 455 is a required course of the new concentration. There is considerable overlap with the content and pedagogy of World Languages. Upon review of WLEL 455 course content and through discussion with instructor, Dr. Davis-Wiley, we determined that the learning experiences in WLEL 455 would be applicable to ASL teachers, and that Dr. Davis-Wiley has designed the course in a beneficial way so that students gain in knowledge and practice in the context of teaching their select languages. Although WLEL and ASL students would be combined for the purpose of this class, we feel the ASL prefix is needed for program visibility. There will be no changes in SACS.

Impact on other units: There will be no impact on other units outside of the department. We have the written support of the WLEL faculty within TPTE for this change.

Financial impact: None. No additional resources are needed due to this change. The course is currently being taught by existing WLEL faculty.

Additional documentation: There is no additional approval required. This is not a substantive change and does not need to be reported to SACSCOC. However, we do have written support from WLEL faculty.

We are requesting the course number 455 for this ASL class so that it aligns with the WLEL 455 course (primary) that it is being cross listed with. This course is being offered for UG and Grad credit and is being submitted to both CRC committees concurrently. The WLEL 455 syllabus is provided as supporting documentation. No major revisions to the syllabus are needed to cross list ASL 455.

**ITEM 14-B**

**Approved (11/08)**

**Tabled (11/01)**

*The GCRC tabled this item until the department provided a parallel proposal to add the primary cross-listing to WLEL 455*

**14-C ASL 5XX (545) Teaching of American Sign Language: Grades PreK-5 (3)**

ACTFL standards-based pedagogy, research, assessment, curricula, and instructional materials for the PreK-5 ASL classroom.

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

**Supporting Information**

Rationale: We are adding ASL 545. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a foreign language. A new concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, PreK-12. ASL 545 will be a required course of that concentration. There are several opportunities to address SACS standards through this course. For example, students will engage in assignments and research to learn central concepts of the discipline, and will practice instructional strategies that encourage student participation and performance. (See Attached syllabus.) ASL 545 will be offered **bi-annually in the summer every other summer** by current ASL faculty members; thus, there is no impact on other units or need for additional financial resources.

Impact on other units: There will be no impact on other units. This course is only a part of ASL programs and will not impact other courses, programs or majors.

Financial impact: None. This course will be offered **bi-annually in the summer every other summer** and will be taught by current ASL faculty. No additional resources are needed.

Additional documentation: This change does not require additional approval. It is not a substantive change and does not need to be reported to SACSCOC.

**ITEM 14-C: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to the Rationale and Financial Impact sections of the Supporting Information.*

**ITEM 15: REVISE COURSE TITLE, DESCRIPTION, AND ADD (RE)PREREQUISITE(S)**

**15-A ASL 421 History and Culture of the Deaf (3)**

Comprehensive overview of historical and socio-cultural aspects of the Deaf. Students will explore beliefs, theories, and evidence about the historical experience of Deaf people; the influence of geographic, cultural, educational, and economic forces on Deaf people; concepts and implications of disability theory; social and medical models as ways of defining the Deaf population; demographics including the various subcultures and under-represented groups that comprise the larger Deaf community; impact of deaf education on the history and organizational structure of the Deaf community.

(RE) Prerequisite(s): 211

Formerly: 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:** We are revising the course title and description and adding a prerequisite to ensure intermediate sign competency. The curricular revision is needed because some graduates from our program will need to show proof of having taken Deaf culture and history coursework in order to obtain professional certification and/or state licensure in related professions. e.g. Teaching Deaf Education or American Sign Language, Sign Language Interpreting, Rehabilitation Counseling for the Deaf. Based on professional standards for related professions it was determined that a curricular change was needed. Related to SACS, candidates will learn central concepts and structures of the discipline(s)—learning outcome 1 **for MS Track II**.

**Impact on other units:** One program that is concurrently being proposed in **Graduate Undergraduate** CRC is the American Sign Language Teaching Licensure program. It will require this course. Based on a review of the undergrad and grad catalogs, we have determined this change will not affect any other programs. It is not required, is not a pre-requisite or co-requisite for any other course and is not cross-listed with any other units/courses. It is not a general education, tracking, or high-demand course.

**Financial Impact:** There is no financial impact on the department or college budget. The course is currently being offered during the summer only but will move to fall/spring as resources become available to avoid any impact on availability of faculty to teach other courses. It does not require any additional resources. This course is offered for both UG and Grad credit and this change is being submitted to both CRC committees concurrently.

**Additional documentation:** No additional approval is required. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 15-A: Approved with friendly amendment(s) (11/01)**

*The GCRC approved the item with the noted revision(s) to the Rationale and Impact on Other Units sections of the Supporting Information.*

**(ELED) ELEMENTARY EDUCATION**

**ITEM 16: DROP**

**16-A ELED 445 Early Childhood Education: Program Development and Teaching in Kindergarten (3)**

**Supporting Information**

**Rationale:** This course is being dropped from our department (TPTE) and added in the department of Child and Family Studies (CFS). This course is now taken almost exclusively by students in CFS, not TPTE. A review of enrollment data indicates that mostly CFS students take this course. Changes in TPTE's Elementary Education program have led to students taking more content-related courses (e.g., Reading Education, Mathematics Education) and decreased enrollment of TPTE students in 445, which has always been only an elective. Further, increasingly, with recent faculty retirements and hiring, expertise in early childhood education is centered in CFS and not TPTE. No learner outcomes are affected by this change.

Impact on other units: It is not required for TPTE students. A small number (2-4) of TPTE students per year add an endorsement in Early Childhood Special Education. ELED 445 is required for this optional endorsement. This is an agreed upon change within the two departments as this course is required for CFS students. It is no longer part of a required program offered in TPTE. The course is required for some programs in CFS. This course was offered for UG and Grad credit and this change is being submitted to the UG CRC as well.

Financial Impact: none. Dropping it from TPTE won't have a significant impact on the departmental budget. It is offered once per academic year (and once in summer). TPTE will shift staffing resources to meet the growing demand for content-related courses as mentioned above. Course is already offered routinely and is currently being taught by CFS faculty.

Additional Documentation: No additional approvals are required for this change. However, CFS is to submit the changes to add this course to their department and programs. The change is not substantive and does not need to be reported to SACSCOC.

*ITEM 16-A: Approved (11/01)*

#### (MEDU) MATHEMATICS EDUCATION

##### **ITEM 17: ADD**

##### **17-A MEDU 4XX (405) Functions and Modeling for Secondary Math Instruction (3)**

Project-based activities to strengthen and expand knowledge of topics in mathematics for secondary math instruction, focusing especially on topics from pre-calculus and the transition to calculus.

(RE) Prerequisite(s): MATH 142 or 148 and TPTE 120

##### Supporting Information

Rationale: This revision is to add a new course. Currently, Math 205 is part of the VolsTeach minor that was moved to this department (TPTE) from Arts & Sciences effective fall 2017. This change is to house this course within TPTE as a math education course. College of Art & Sciences are in agreement with this change and will no longer be offering this course. TPTE faculty have been teaching this course for the past few years and will continue to do so. This situation facilitates the need for this change. This change is not connected to a formal SACs assessment. No learner outcomes are associated with this course as it is part of a minor.

Impact on other units. This change will impact the Math Department in Arts & Sciences in that they will no longer offer this course and as noted previously, they are in agreement with this change. The change does not impact any other program except VolsTeach.

Financial impact: None. TPTE faculty already teach this course and will continue to do so.

Additional documentation: No additional approvals are required. The change is not substantive and does not need to be reported to SACSCOC.

Additional documentation: This course will also be offered for undergraduate credit and will be submitted concurrently to both CRC committees.

*ITEM 17-A: Approved (11/08)*

#### (RCDE) REHABILITATION COUNSELING FOR THE DEAF

##### **ITEM 18: ADD**

##### **18-A RCDE 5XX (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.

*ITEM 18-A: Approved (11/08)*

##### **18-B RCDE 5XX (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.

*ITEM 18-B: Approved (11/08)*

##### **18-C RCDE 5XX (523) Special Populations and Topics in Rehabilitation of the Deaf (3-4)**

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.

*ITEM 18-C: Approved (11/08)*

#### Supporting Information

Rationale: This revision is to add the Rehabilitation Counseling for the Deaf (RCDE) Certificate program with a title change and to add three courses for the certificate. This graduate certificate was originally created in 2016 and housed under the Department of Educational Psychology and Counseling (EPC) under their Rehabilitation Counseling program. In 2017 the College administration decided to discontinue the Rehabilitation Counseling Program (RHCO). Therefore, EPC is dropping the certificate because the program has closed. EPC and TPTE are both of the opinion that TPTE would be a better fit for this program and are in agreement with TPTE going forward with the submission to add the certificate and the necessary courses.

The Chair of EPC, Dr. Jeff Cochran has offered TPTE and the Center on Deafness the option of taking over the Deafness Rehabilitation Graduate Certificate and three of the four courses that make it up (RHCO 521, RHCO 522, RHCO 523). One course, ASL 421 Deaf Culture and Community, is currently part of the TPTE graduate and undergraduate catalog.

Impact on other units: The three courses (RCDE 521, 522 and 523) are needed for the Rehabilitation Counseling for the Deaf Graduate Certificate program. As this graduate certificate program will be housed entirely within TPTE (if approved) there will not be an impact on other units. NOTE: Dr. Sherry Bell is aware of this proposal and has had discussions with Dr. Jeff Cochran of EPC and they are in agreement with this change.

Financial impact: There is no impact on staffing for AY semesters as these courses will be offered during the summer sessions only. Courses will be taught by existing faculty or qualified adjuncts. The Rehabilitation Counseling for the Deaf certificate will be completed via distance education and the certificate would be self-sustaining via student fees. We could also have funding coming back to the department via the distance education incentive which would be adequate to cover the summer salary expenses of department faculty or the salary of adjuncts as needed.

Additional documentation: The change requires no additional approval. The change is not substantive and will not need to be reported to SACSCOC.

This graduate certificate program is moving from the EPC department to the TPTE department. This change has been discussed and agreed upon by Dr. Bell from TPTE and Dr. Cochran from EPC. Please see the attached email between Dr. Bell and Dr. Cochran stating the approval of the change. Please also refer to the attached course syllabi for RCDE 521, RCDE 522, and RCDE 523.

Equivalency Table	
Current Courses Deafness Rehabilitation RHCO	Equivalent Courses Effective Fall 2018 Rehabilitation Counseling for the Deaf RCDE
521	521
522	522
523	523

#### (WLEL) WORLD LANGUAGE AND ENGLISH AS A SECOND LANGUAGE

##### ITEM 19: ADD

##### 19-A WLEL 5XX (570) Sociolinguistics for ESL Teachers (3)

Educational sociolinguistic approaches, research, and theories for teaching English to second language learners. Examines how sociolinguistic variables such as cultural background, ethnicity, urbanization, disability, and socioeconomic status impacts second language learning and teaching English to speakers and signers of other languages. Required for PreK-12 ESL Licensure.

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

#### Supporting Information

Rationale: The State of Tennessee requires an Educational Sociolinguistics course for PreK-12 ESL Licensure. The course has been offered for a number of years as a TPTE 595 special topics course; this revision is adding this course under the WLEL program. This change is not connected to a formal SACS assessment.

Impact on other units: This change will not impact any other units. This course is required as part of the WLEL program. It is not required by programs outside of that, nor is it a high-impact or general education course. It is not listed as a co-requisite or pre-requisite for any other course nor is it cross-listed.

Financial Impact: There will be no financial impact. The course has been taught for a number of years by TPTE faculty who will continue to do so. No additional resources are required.

Additional documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

*ITEM 19-A: Approved (11/08)*

## II. PROGRAM CHANGES

### ITEM 20: REVISE THE TEACHER EDUCATION MAJOR, MS PROGRAM INFORMATION

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9941&returnto=2834](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9941&returnto=2834)

In the 2018-2018 Graduate Catalog, revise the program information page for the Teacher Education Major, MS, as follows:

#### FROM:

The Master of Science with a major in teacher education has two tracks. Non-Licensure Track 1 is for students who hold a valid Tennessee teaching license, or for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure. Licensure Track 2 is designed for students seeking initial teacher licensure.

Both Non-Licensure Track 1 and Licensure Track 2 offer thesis and non-thesis options and require students to submit a written comprehensive examination. In addition, students completing theses must sit for an oral examination of their theses.

#### Non-Licensure Track 1

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

#### Admission

Students must meet all current graduate school admission requirements in addition to submitting a departmental application and three rating forms.

#### Requirements

- Completion of a prescribed set of graduate courses: Core area (9 credit hours minimum) TPTE 517, approved research course, ETEC 586, ETEC 587 or approved educational or instructional technology course.
- Concentration area (12 credit hours).
- Related studies (3-12 credit hours).
- Completion of thesis or non-thesis option.

Thesis: Minimum 30 graduate credit hours, satisfactory completion of written thesis and oral defense of thesis; 2/3 of total hours for MS degree must be 500-level or above.

Non-Thesis: Minimum 33 graduate credit hours, satisfactory completion of written comprehensive examination; 2/3 of total hours for MS must be 500-level or above.

#### Content Fields Teaching • Teacher Education major, MS - Non-Licensure Track 1

**Concentrations are: English Education, Mathematics Education, Science Education, Social Science Education, and World Language/ESL education.**

#### Thesis Option

Minimum 30 credit hours of approved graduate coursework, 6 hours of TPTE 500, and satisfactory completion of written thesis and oral defense of thesis. Two-thirds of the total credit hours for the MS must be 500-level courses or above.

#### Non-Thesis Option

Non-Thesis: Minimum 33 credit hours of approved graduate coursework and satisfactory completion of written and/or oral comprehensive examination. Two-thirds of the total hours for the MS must be 500-level courses or above.

#### Non-Thesis option

#### Credit Hours

\*Core Area

9

Concentration Area

12

Related Studies

12

All classes must be approved by major advisor.

\*TPTE 517; EDPY 550, EDPY 577, EDAM 520, or other approved research course; ETEC 586, ETEC 587 or other approved educational technology course.

#### Art Education concentration • Non-Licensure Track 1

Advising Note for Thesis and Non-Thesis Options

- The Non-Licensure Track I MS serves those students who have a BS, BA, or BFA and desire a master's degree, but do not wish to pursue certification to teach art, or who already have certification to teach art and wish to pursue a master's.
- An exhibition, instead of a thesis, must be of work directed by art and art education faculty. The artwork must be completed while pursuing the master's degree. A written paper must accompany the exhibition. The paper includes a philosophical statement; process and media explanation (demonstration of knowledge); compositional analysis of each work; and how the work relates to one's personal artist statement.
- For both tracks, a comprehensive written examination is required during the final semester of work. An oral exam is given over the thesis. Students are expected to read and meet requirements in the Graduate School section of the current catalog, with regard to admission applications, candidacy forms, scheduling comprehensive exam, as well as meeting all requirements regarding the courses in their graduate program.

#### **Art Education concentration (Thesis Option) • Non-Licensure Track 1**

	Credit Hours
<sup>1</sup> Core	6
<sup>2</sup> Concentration	18
Theory and Practice in Teacher Education TPTE 500 (Thesis)	6
<b>Total</b>	<b>30</b>

<sup>1</sup>Theory and Practice in Teacher Education TPTE 517, Educational Psychology EDPY 577, or other approved research design course.

<sup>2</sup>Art Education ARED 510, ARED 520, ARED 530, ARED 540; art history 400- or 500-level (3); studio art courses 400- or 500-level (3).

#### **Art Education concentration (Non-Thesis Option) • Non-Licensure Track 1**

	Credit Hours
<sup>1</sup> Core	6
<sup>2</sup> Concentration	21
500-Level Electives	6
<b>Total</b>	<b>33</b>

<sup>1</sup>TPTE 517; EDAM 520; EDPY 550, EDPY 577, or other committee approved research design.

<sup>2</sup>ARED 510, ARED 520, ARED 530, ARED 540; art history 400- or 500-level (3); studio art courses 400- or 500-level (3); TPTE 593 or TPTE 595.

#### **Cultural Studies of Educational Foundations concentration (thesis or problems option) • Non-Licensure Track 1**

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

Requirements	Credit Hours
<sup>1</sup> Concentration	15
<sup>2</sup> Specialization (choose one)	9
<sup>3</sup> Research	6
<sup>4</sup> Thesis or Problems in Lieu of Thesis	6
<b>Total</b>	<b>36</b>

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

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

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

<sup>4</sup>CSE 500 or CSE 503.

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

#### **Education of the Deaf and Hard of Hearing concentration • Non-Licensure Track 1**

Contact the department head for information on this concentration.

#### **Elementary Education concentration • Non-Licensure Track 1**

##### **Thesis Option**

	Credit Hours
<sup>1</sup> Core	9
<sup>2</sup> Concentration	12
<sup>3</sup> Related Studies	3
TPTE 500	6
<b>Total</b>	<b>30</b>

<sup>1</sup>EDPY 577 or other approved research design course; TPTE 517; 3 credit hours determined by student and advisor.

<sup>2</sup>Choose from at least three areas – reading education, language arts education, mathematics education, science education, social studies education, elementary curriculum, middle school curriculum.

<sup>3</sup>Determined by student and advisor.

##### **Non-Thesis Option**

	Credit Hours
<sup>1</sup> Core	12
<sup>2</sup> Concentration	15
<sup>3</sup> Related Studies	6
Total	33

<sup>1</sup>EDPY 550, EDPY 577, EDAM 520, or other approved research design course; TPTE 517; 6 credit hours determined by student and advisor.

<sup>2</sup>Choose from at least three areas – reading education, language arts education, mathematics education, science education, social studies education, elementary curriculum, middle school curriculum

<sup>3</sup>Determined by student and advisor.

#### **Literacy Education concentration • Non-Licensure Track 1**

##### **Thesis Option**

	Credit Hours
<sup>1</sup> Core	9
Concentration (reading education courses)	12
<sup>2</sup> Related Studies	3
TPTE 500	6
Total	30

<sup>1</sup>EDPY 577 or other approved research design course; TPTE 517; 3 credit hours determined by student and advisor.

<sup>2</sup>Choose 3 graduate credit hours from language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.

##### **Non-Thesis Option**

	Credit Hours
<sup>1</sup> Core	12
Concentration (reading education courses)	12
<sup>2</sup> Related Studies	9
Total	33

<sup>1</sup>EDPY 550, EDPY 577, EDAM 520, or other approved research design course; TPTE 517; 6 credit hours determined by student and advisor.

<sup>2</sup>Choose 9 credit hours from language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.

#### **Science Education (Informal Education) concentration • Non-Licensure Track 1**

##### **Thesis Option**

	Credit Hours
<sup>1</sup> Core	9
<sup>2</sup> Concentration	12
<sup>3</sup> Related Studies	3
TPTE 500 (Thesis)	6
Total	30

<sup>1</sup>EDPY 577 or other approved research design course; TPTE 517; 3 credit hours determined by student and advisor.

<sup>2</sup>SCED 509, SCED 510; 3 credit hours determined by student and advisor.

<sup>3</sup>Determined by student and advisor.

##### **Non-Thesis Option**

	Credit Hours
<sup>1</sup> Core	12
<sup>2</sup> Concentration	15
<sup>3</sup> Related Studies	6
Total	33

<sup>1</sup>EDPY 550, EDPY 577, EDAM 520, or other approved research design course; TPTE 517; 6 credit hours determined by student and advisor.

<sup>2</sup>SCED 509, SCED 510; 6 credit hours determined by student and advisor.

<sup>3</sup>Determined by student and advisor.

#### **Science, Technology, Engineering, and Mathematics concentration • Non-Licensure Track 1**

Note: STEM offers a specialization in gifted education. Specific course selection and sequence should be determined in consultation with student's advisor. This concentration is offered via distance education (DE).

##### **Thesis Option Only**

	Credit Hours
<sup>1</sup> Core	12
<sup>2</sup> Concentration	12
Related Studies	6
TPTE 500 (Thesis)	6
Total	36

<sup>1</sup>TPTE 517; TPTE 540; ETEC 586; TPTE 588

<sup>2</sup>SCED 572; SCED 509; MEDU 543 or SCED 543; MEDU 583 or SCED 565; ELED 524; EDDE 504 or SPED 506 (3 credit hours); SPED 574; SPED 575

#### **Special Education concentration • Non-Licensure Track 1**

Thesis Option		Credit Hours
<sup>1</sup> Core		12
<sup>2</sup> Concentration		12
TPTE 500 (Thesis)		6
Total		30

<sup>1</sup>SPED 556; EDPY 505, SPED 590, SPED 553.

<sup>2</sup>Select appropriate courses with major advisor.

Courses in Gifted Education specialization are available via distance education: SPED 574; SPED 575; ELED 524; SCED 572; SPED 506. Specific course selection and sequence should be determined in consultation with the student's advisor. Gifted courses may be taken in partial fulfillment of degree requirements in other degree programs upon approval of the student's graduate committee.

Non-Thesis Option		Credit Hours
<sup>1</sup> Core		12
<sup>2</sup> Concentration		24
Total		36

<sup>1</sup>SPED 556; EDPY 505, SPED 590, SPED 553.

<sup>2</sup>Select appropriate courses with major advisor.

Courses in Gifted Education specialization are available via distance education: SPED 574; SPED 575; ELED 524; SCED 572; SPED 506. Specific course selection and sequence should be determined in consultation with the student's advisor. Gifted courses may be taken in partial fulfillment of degree requirements in other degree programs upon approval of the student's graduate committee.

#### **Teaching and Learning concentration • Non-Licensure Track 1**

Thesis Option		Credit Hours
<sup>1</sup> Core		9
<sup>2</sup> Concentration		9
<sup>3</sup> Related Studies		6
TPTE 500		6
Total		30

<sup>1</sup>EDPY 577 or other approved research design course; TPTE 517; approved educational technology course.

<sup>2</sup>Faculty approved graduate courses in curriculum or instructional pedagogy.

<sup>3</sup>Faculty approved graduate courses in leadership, strategic planning, adult education, or other committee approved topics.

Non-Thesis Option		Credit Hours
<sup>1</sup> Core		9
<sup>2</sup> Concentration		12
<sup>3</sup> Related Studies		9
Total		30

<sup>1</sup>EDPY 550, EDPY 577, EDAM 520, or other approved research design course; TPTE 517; approved educational technology course.

<sup>2</sup>Faculty approved graduate courses in curriculum or instructional pedagogy.

<sup>3</sup>Faculty approved graduate courses in leadership, strategic planning, adult education, or other committee approved topics.

#### **Licensure Track 2: Initial Licensure Programs**

The Licensure Track 2 master's is intended for individuals desiring to earn teacher licensure. Applicants to this program must first be admitted to teacher education. Elementary, or secondary English and social sciences education applicants must complete the equivalent of an undergraduate minor in either elementary or secondary education while applicants for either of the grades 6-8 teaching concentrations complete the grades 6-8 minor. Applicants interested in a grades 6-8 concentration for mathematics complete an undergraduate major in mathematics and applicants interested in a grades 6-8 teaching concentration in one of the sciences complete an undergraduate major in that area. Applicants interested in a grades 6-8 teaching concentration for both mathematics and science should consult with a CEHHS advisor. Applicants interested in secondary math or science education should contact the CEHHS Office of Student Services for further guidance on available options at both the undergraduate and graduate levels. Post-baccalaureate students interested in seeking licensure in art education, special education, world language education, or in other fields that require students to earn an undergraduate major would be expected to complete an equivalent undergraduate program of study. Please refer to the catalog for complete details. Individuals are encouraged to contact the college's Student Services Center, A332 Bailey Education Complex, for a diagnostic interview and to develop a tentative course of study and time line.



## Requirements

### **Teacher Education, MS: Licensure Track 2 common course requirements**

Master's Track 2 programs are 36 graduate credit hours (non-thesis); 42 graduate credit hours (thesis). Students, regardless of teaching area (e.g., elementary, secondary, etc.), complete a common teacher licensure core of 24 graduate credit hours during the professional year (see below).

### **Professional Year Teacher Licensure common core courses (24 credit hours)**

TPTE 574 (2-3), TPTE 575 (12), TPTE 591 (3-4), specialty studies (6)

### **Additional Course Requirements (12 credit hours)**

In addition to the Professional Year Teacher Licensure common core courses listed above, students must complete an additional 12 credit hours of graduate coursework that is unique to their particular teacher preparation field.

### **Art Education concentration**

ARED 510, ARED 520, ARED 530, ARED 540

### **Education of the Deaf and Hard of Hearing concentration**

Research elective (3); non-specified electives (9).

### **Elementary Teaching concentration**

6 credit hours chosen from MEDU 530, REED 530, SCED 531, or SSCE 521, 6 credit hours of educational electives chosen from historical, philosophical, or social foundations; educational technology; reading education; language arts education; science education; social science education; elementary education; issues in teacher education.

### **English as a Second Language Education concentration**

TPTE 517; advisor approved electives (9).

### **Mathematics Grades 6-8 Teaching concentration**

TPTE 517; REED 543; 6 credit hours of electives (see faculty advisor).

### **Science Grades 6-8 Teaching concentration**

TPTE 517; REED 543; 6 credit hours of electives (see faculty advisor).

### **Special Education concentration**

SPED 553, SPED 556; 6 credit hours of electives (see advisor).

### **Secondary Teaching concentration**

TPTE 517; TPTE 549, or TPTE 588, or an elective in the history of sociology or philosophy of education; 6 credit hours of specialty area electives (see faculty advisor).

### **World Language Education concentration**

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

## TO:

The Master of Science with a major in Teacher Education offers Professional Internship concentrations that lead to teacher licensure. The Professional Internship concentrations are designed for students seeking initial teacher licensure in several concentrations and a master's degree in Teacher Education.

Licensure may also be sought through the Practitioner concentration which is designed for students who are earning an initial teaching credential while serving as an instructor of record in a school. In areas of teacher shortage, state licensure requirements allow a partnership school system (or private school) to employ an individual as "instructor of record," provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program. The teacher would enter a graduate-level teacher licensure program, while carrying out the duties and responsibilities of a first-year teacher, with school system and UT faculty as mentors. The teacher has three years to complete licensure requirements. The Tennessee Department of Education's Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program. Contact the Office of Advising and Student Services for more information (<http://cehhsadvising.utk.edu/licensure/>).

The department also offers a concentration in Educational Studies. The Educational Studies concentration does not lead to initial teacher licensure. This concentration is designed for students who hold a valid Tennessee teaching license, for those wishing to enhance their professional knowledge and expertise, for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure. Depending on the student's program of study, this concentration may lead to an additional endorsement area for an already licensed teacher.

The Master of Science in Teacher Education offers thesis and non-thesis options and require students to submit a written comprehensive examination. In addition, students completing theses must sit for an oral examination of their theses.

### **Admission**

For all programs, students must meet all current graduate school admission requirements and departmental requirements in addition to submitting a graduate school and departmental application. Three letters of recommendation are also required for the Educational Studies concentration.

### **Professional Internship Initial Licensure Concentrations**

The Professional Internship concentrations are intended for individuals seeking initial teacher licensure. Applicants to any of the professional internship concentrations must first interview with a teacher education admissions board and be admitted to teacher education. Individuals are encouraged to contact the college's Student Services Center, A332 Bailey Education Complex, for a diagnostic interview and to develop a tentative course of study and time line.

### **Requirements**

Teacher Education, MS: Professional Internship Concentrations common course requirements

Master's Internship concentrations are 36 graduate credit hours (non-thesis); 42 graduate credit hours (thesis). Students, regardless of teaching concentration (e.g., elementary, secondary, etc.), complete a common teacher licensure core of 24 graduate credit hours during the Professional Internship year (see below).

### **Professional Internship Year common core courses (24 credit hours)**

TPTE 574 (2-3), TPTE 575 (12), TPTE 591 (3-4), concentration specific courses as approved by advisor (6)

### **Additional Course Concentration Requirements to earn a master's degree (12 credit hours)**

In addition to the Professional Internship Year common core courses listed above, students must complete an additional 12 credit hours of graduate coursework that is unique to their concentration field to earn a master's degree. Additional courses required for each concentration are listed below.

### **Art Education Professional Internship concentration**

ARED 510, ARED 520, ARED 530, ARED 540

### **ASL Education Professional Internship concentration**

Candidates need a minimum score of Advanced level on SLPI or 4 on ASLPI.

ASL 421, ASL 422, ASL 545, ENED 509 or REED 543

### **Education of the Deaf and Hard of Hearing Professional Internship concentration**

Research elective (3); non-specified electives (9).

### **Elementary Education Professional Internship concentration**

6 credit hours chosen from MEDU 530, REED 530, SCED 531, or SSCE 521, 6 credit hours of educational electives chosen from historical, philosophical, or social foundations; educational technology; reading education; language arts education; science education; social science education; elementary education; issues in teacher education.

### **English Education Professional Internship concentration**

TPTE 517, TPTE 549, TPTE 588 or an elective in the history of sociology or philosophy of education; 6 credit hours of specialty area electives (see faculty advisor).

### **English as a Second Language Education Professional concentration**

TPTE 517; advisor approved electives (9).

### **Mathematics Education Professional Internship concentration**

TPTE 517; TPTE 549, TPTE 588 or an elective in the history of sociology or philosophy of education; 6 credit hours of specialty area electives (see faculty advisor).

### **Mathematics Grades 6-8 Education Professional Internship concentration**

TPTE 517; REED 543; 6 credit hours of electives (see faculty advisor).

### **Science Grades 6-8 Education Professional Internship concentration**

TPTE 517; REED 543; 6 credit hours of electives (see faculty advisor).

### **Science Education Professional Internship concentration**

TPTE 517; TPTE 549, TPTE 588 or an elective in the history of sociology or philosophy of education; 6 credit hours of specialty area electives (see faculty advisor).

### **Special Education Professional Internship concentration**

SPED 553, SPED 556; 6 credit hours of electives (see advisor).

### **Social Sciences Education Professional Internship concentration**

TPTE 517; TPTE 549, TPTE 588 or an elective in the history of sociology or philosophy of education; 6 credit hours of specialty area electives (see faculty advisor).

### **World Language Education Professional Internship concentration**

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

### **Practitioner Concentration**

The Practitioner concentration leads to licensure in high needs content areas, math, science, special education, world languages, and English as a second language. It is designed for students who are earning an initial teaching credential while serving as an instructor of record in a school. In areas of teacher shortage, state licensure requirements allow a partnership school system (or private school) to employ an individual as "instructor of record," provided content/subject knowledge has been met, and the candidate has been admitted to an approved educator preparation program (EPP). The student would enter a graduate-level teacher EPP, while carrying out the duties and responsibilities of a first-year teacher, with school system and UT faculty as mentors, and has three years to complete licensure requirements. The Tennessee Department of Education's Office of Educator Licensing will issue the license only at the recommendation of the approved educator preparation program. Contact the Office of Advising and Student Services for more information (<http://cehhsadvising.utk.edu/licensure/>).

The Practitioner concentration common core courses are listed below. Students must complete an additional 12 credit hours of graduate coursework that is unique to their concentration field to earn a master's degree.

Practitioner Concentration is currently available for Math, Science, and Special Ed.  
EDPY 401 (3), ETEC 486 (3), SPED 402 (3), SPED 557 (3), EDUC 576 (4-7), Concentration specific courses (6-12).

### **Educational Studies (Non-licensure concentration) for the Teacher Education, MS**

The Educational Studies non-licensure concentration does not lead to initial teacher licensure but, depending on the student's program of study, may lead to an additional endorsement area for an already licensed teacher. It is for students seeking to enhance their professional knowledge and expertise, for those preparing to teach on the post-secondary level, or for those preparing for careers that do not require teacher licensure. The Educational Studies concentration does not lead to initial teacher licensure but, depending on the student's program of study, may lead to an additional endorsement area for an already licensed teacher. Thesis and non-thesis options are available as are specializations in several subject and specialty areas. Both the thesis and non-thesis options require students to submit a written comprehensive examination and 2/3 of total hours must be 500-level or above. In addition, students completing theses must sit for an oral examination of their theses.

Thesis: Minimum 30 graduate credit hours, satisfactory completion of written thesis and oral defense of thesis; 2/3 of total hours for MS degree must be 500-level or above.

Non-Thesis: Minimum 33 graduate credit hours, satisfactory completion of written comprehensive examination; 2/3 of total hours for MS must be 500-level or above.

### **English Education, Mathematics Education, Science Education, Social Science Education, and World Language/ESL Educational Studies Specializations**

#### **Thesis Option**

Minimum 30 credit hours of approved graduate coursework, 6 hours of TPTE 500, and satisfactory completion of written thesis and oral defense of thesis. Two-thirds of the total credit hours for the MS must be 500-level courses or above.

#### **Non-Thesis Option**

Non-Thesis: Minimum 33 credit hours of approved graduate coursework and satisfactory completion of written and/or oral comprehensive examination. Two-thirds of the total hours for the MS must be 500-level courses or above.

Non-Thesis Option	Credit Hours
* Core Area	9
Specialization Area	12
Related Studies	12

All classes must be approved by major advisor.

\*TPTE 517; EDPY 550, EDPY 577, EDAM 520, or other approved research course; ETEC 586, ETEC 587 or other approved educational technology course.

### **Art Education Educational Studies Specialization**

#### **Advising Note for Thesis and Non-Thesis Options**

An exhibition, instead of a thesis, must be of work directed by art and art education faculty. The artwork must be completed while pursuing the master's degree. A written paper must accompany the exhibition.

#### **Art Education Educational Studies Specialization (Thesis Option)**

Thesis Option	Credit Hours
<sup>1</sup> Core	6
<sup>2</sup> Specialization	18
TPTE 500 (Thesis)	6
Total	30

<sup>1</sup>TPTE 517, Educational Psychology EDPY 577, or other approved research design course.

<sup>2</sup>ARED 510, ARED 520, ARED 530, ARED 540; art history 400- or 500-level (3); studio art courses 400- or 500-level (3).

#### **Art Education Educational Studies Specialization (Non-Thesis Option)**

Non-Thesis Option	Credit Hours
<sup>1</sup> Core	6
<sup>2</sup> Specialization	21
500-Level Electives	6
<b>Total</b>	<b>33</b>

<sup>1</sup>TPTE 517; EDAM 520; EDPY 550, EDPY 577, or other committee approved research design.

<sup>2</sup>ARED 510, ARED 520, ARED 530, ARED 540; art history 400- or 500-level (3); studio art courses 400- or 500-level (3); TPTE 593 or TPTE 595.

#### **Cultural Studies of Educational Foundations Educational Studies Specialization (thesis or problems option)**

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

Requirements	Credit Hours
<sup>1</sup> Concentration	15
<sup>2</sup> Specialization (choose one)	9
<sup>3</sup> Research	6
<sup>4</sup> Thesis or Problems in Lieu of Thesis	6
<b>Total</b>	<b>36</b>

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

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

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

<sup>4</sup>CSE 500 or CSE 503.

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

#### **Education of the Deaf and Hard of Hearing Educational Studies Specialization**

Contact the department head for information on this concentration.

#### **Elementary Education Educational Studies Specialization**

Thesis Option	Credit Hours
<sup>1</sup> Core	9
<sup>2</sup> Specialization	12
<sup>3</sup> Related Studies	3
TPTE 500	6
<b>Total</b>	<b>30</b>

<sup>1</sup>EDPY 577 or other approved research design course; TPTE 517; 3 credit hours determined by student and advisor.

<sup>2</sup>Choose from at least three areas – reading education, language arts education, mathematics education, science education, social studies education, elementary curriculum, middle school curriculum.

<sup>3</sup>Determined by student and advisor.

Non-Thesis Option	Credit Hours
<sup>1</sup> Core	12
<sup>2</sup> Specialization	15
<sup>3</sup> Related Studies	6
<b>Total</b>	<b>33</b>

<sup>1</sup>EDPY 550, EDPY 577, EDAM 520, or other approved research design course; TPTE 517; 6 credit hours determined by student and advisor.

<sup>2</sup>Choose from at least three areas – reading education, language arts education, mathematics education, science education, social studies education, elementary curriculum, middle school curriculum

<sup>3</sup>Determined by student and advisor.

#### **Literacy Education Educational Studies Specialization**

Thesis Option	Credit Hours
<sup>1</sup> Core	9
Specialization (reading education courses)	12
<sup>2</sup> Related Studies	3
TPTE 500	6
<b>Total</b>	<b>30</b>

<sup>1</sup>EDPY 577 or other approved research design course; TPTE 517; 3 credit hours determined by student and advisor.

<sup>2</sup>Choose 3 graduate credit hours from language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.

Non-Thesis Option	Credit Hours
<sup>1</sup> Core	12
Specialization (reading education courses)	12
<sup>2</sup> Related Studies	9
Total	33

<sup>1</sup>EDPY 550, EDPY 577, EDAM 520, or other approved research design course; TPTE 517; 6 credit hours determined by student and advisor.

<sup>2</sup>Choose 9 credit hours from language arts education, English education, elementary curriculum, elementary education, middle school curriculum, special education, or educational psychology.

### **Science Education (Informal Education) Educational Studies Specialization**

Thesis Option	Credit Hours
<sup>1</sup> Core	9
<sup>2</sup> Specialization	12
<sup>3</sup> Related Studies	3
TPTE 500 (Thesis)	6
Total	30

<sup>1</sup>EDPY 577 or other approved research design course; TPTE 517; 3 credit hours determined by student and advisor.

<sup>2</sup>SCED 509, SCED 510; 3 credit hours determined by student and advisor.

<sup>3</sup>Determined by student and advisor.

Non-Thesis Option	Credit Hours
<sup>1</sup> Core	12
<sup>2</sup> Specialization	15
<sup>3</sup> Related Studies	6
Total	33

<sup>1</sup>EDPY 550, EDPY 577, EDAM 520, or other approved research design course; TPTE 517; 6 credit hours determined by student and advisor.

<sup>2</sup>SCED 509, SCED 510; 6 credit hours determined by student and advisor.

<sup>3</sup>Determined by student and advisor.

### **Science, Technology, Engineering, and Mathematics Educational Studies Specialization**

Note: STEM offers a specialization in gifted education. Specific course selection and sequence should be determined in consultation with student's advisor. This concentration is offered via distance education (DE).

Thesis Option Only	Credit Hours
<sup>1</sup> Core	12
<sup>2</sup> Specialization	12
Related Studies	6
TPTE 500 (Thesis)	6
Total	36

<sup>1</sup>TPTE 517; TPTE 540; ETEC 586; TPTE 588

<sup>2</sup>SCED 572; SCED 509; MEDU 543 or SCED 543; MEDU 583 or SCED 565; ELED 524; EDDE 504 or SPED 506 (3 credit hours); SPED 574; SPED 575

### **Special Education Educational Studies Specialization**

Thesis Option	Credit Hours
<sup>1</sup> Core	12
<sup>2</sup> Specialization	12
TPTE 500 (Thesis)	6
Total	30

<sup>1</sup>SPED 556; EDPY 505, SPED 590, SPED 553.

<sup>2</sup>Select appropriate courses with major advisor.

Courses in Gifted Education specialization are available via distance education: SPED 574; SPED 575; ELED 524; SCED 572; SPED 506. Specific course selection and sequence should be determined in consultation with the student's advisor. Gifted courses may be taken in partial fulfillment of degree requirements in other degree programs upon approval of the student's graduate committee.

Non-Thesis Option	Credit Hours
<sup>1</sup> Core	12
<sup>2</sup> Specialization	24
Total	36

<sup>1</sup>SPED 556; EDPY 505, SPED 590, SPED 553.

<sup>2</sup>Select appropriate courses with major advisor.

Courses in Gifted Education specialization are available via distance education: SPED 574; SPED 575; ELED 524; SCED 572; SPED 506. Specific course selection and sequence should be determined in consultation with the student's advisor. Gifted courses may be taken in partial fulfillment of degree requirements in other degree programs upon approval of the student's graduate committee.

### Teaching and Learning **Educational Studies** Specialization

Thesis Option	Credit Hours
<sup>1</sup> Core	9
<sup>2</sup> Specialization	9
<sup>3</sup> Related Studies	6
TPTE 500	6
Total	30

<sup>1</sup>EDPY 577 or other approved research design course; TPTE 517; approved educational technology course.

<sup>2</sup>Faculty approved graduate courses in curriculum or instructional pedagogy.

<sup>3</sup>Faculty approved graduate courses in leadership, strategic planning, adult education, or other committee approved topics.

Non-Thesis Option	Credit Hours
<sup>1</sup> Core	9
<sup>2</sup> Specialization	12
<sup>3</sup> Related Studies	9
Total	30

<sup>1</sup>EDPY 550, EDPY 577, EDAM 520, or other approved research design course; TPTE 517; approved educational technology course.

<sup>2</sup>Faculty approved graduate courses in curriculum or instructional pedagogy.

<sup>3</sup>Faculty approved graduate courses in leadership, strategic planning, adult education, or other committee approved topics.

#### Supporting Information

Rationale: Currently the MS in Teacher Education has two tracks: Track 1 and Track 2 with each track having several content area specializations. We propose to change the organization of our Teacher Education major to eliminate the Track 1 and Track 2 nomenclature and list the specialty area concentrations. However, these specialty area concentrations are organized into pathways for teacher licensure and/or pathways to a master degree. Therefore, the descriptions of each pathway have also changed to add explicitness and clarity.

Briefly, the former Track 2 program which leads to initial licensure is labeled as Professional Internship Concentration preceded by the content area specialty. Students in these programs earn an undergraduate degree in their specialty area and return for the fifth-year professional internship year and are eligible for a teaching license after completing this internship. Completion of an additional 12 hours of coursework is then needed to earn a master's degree. We are also adding an ASL Professional Internship Concentration because a state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a world language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, Pre K-12. In addition, the Secondary Teaching Concentration has been delineated by content area (English, Mathematics, Science, and Social Science).

The state has now provided an alternate pathway to initial license in high needs areas, such as math, science, special education, world language, and English as a second language. Therefore, the practitioner pathway to initial license has been added. This pathway to licensing can also lead to a master's degree with additional coursework. However, these students do not participate in the internship program. Instead, they have been hired by a local education agency (LEA) and are teaching full-time under the supervision of UTK faculty and LEA administrators.

The former Track 1 program is now referred to as Educational Studies with content area specializations as listed above.

This program attracts far fewer students than the current Track 1 program so it makes sense to consolidate under one concentration.

A curricular revision changing the names of Track 1 and Track 2 will support future students by providing a clearer distinction between the options available and better descriptions. The only other university program using a Track 1/Track 2 format is the Master's in Landscape Architecture. Changing the name and organization of the MS in Teacher Education will also provide more clarity to program review personnel and accreditation bodies such as the Council for Accreditation of Educator Preparation (CAEP).

The majority of our students are seeking initial license which suggested to us that the Professional Internship Concentration should be listed first in the catalogue, followed by the Practitioner Program which keeps the pathways to licensing together. The former Track 1 (now Educational Studies) program is listed last as it does NOT lead to licensing. All three pathways lead to a master's degree. This order is different than the current catalogue listing which explains why so much of the proposed changed is underlined.

Impact on Other Units: The proposed name changes do not change required courses from other programs or any other units outside of TPTE, as all programs are housed in our department.

Financial Impact: The proposed change of the major does not affect faculty loads. As a result, there is no financial impact of the name change of the major other than reprinting advising materials. However, this is already done on an annual basis to keep names and office locations of faculty and administrative assistants current.

Additional Documentation: Because all changes are in the department of TPTE, no other documentation or approvals are required. Faculty are consistently receiving applications in which the student has indicated the wrong program and/or are receiving inquiries as to which program they should apply. It is our intent that this name change will help applicants distinguish between the two pathways to initial teacher licensure and the three pathways to a master's degree. These changes are also a result of state licensing changes, i.e. Practitioner Concentration. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 20: Approved with friendly amendment(s) (11/08)**

*The GCRC approved the item with the noted revision(s) to revise the Educational Studies concentration heading and to remove "Educational Studies" text from the Specialization listings*

**ITEM 21: ADD GRADUATE CERTIFICATE IN REHABILITATION COUNSELING FOR THE DEAF**

In the 2018-2019 Graduate Catalog, insert text and requirements for the Rehabilitation Counseling for the Deaf Graduate Certificate, as follows:

The Rehabilitation Counseling for the Deaf Graduate 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 421 - Deaf Culture and Community (delivered through Department of Theory and Practice in Teacher Education)  
RCDE 521 - Rehabilitation Services in the Deaf Community  
RCDE 522 - Communication with Persons who are Deaf or Hard of Hearing  
RCDE 523 - Special Populations and Topics in Rehabilitation of the Deaf

Program contact: Program contact information can be found at <https://centerondeafness.utk.edu/>

**Supporting Information**

Rationale: This revision is to add the Rehabilitation Counseling for the Deaf (RCDE) Certificate program with a title change and to add three courses for the certificate. This graduate certificate was originally created in 2016 and housed under the Department of Educational Psychology and Counseling (EPC) under their Rehabilitation Counseling program. In 2017 the College administration decided to discontinue the Rehabilitation Counseling Program (RHCO). Therefore, EPC is dropping the certificate because the program has closed. EPC and TPTE are both of the opinion that TPTE would be a better fit for this program and are in agreement with TPTE going forward with the submission to add the certificate and the necessary courses.

The Chair of EPC, Dr. Jeff Cochran has offered TPTE and the Center on Deafness the option of taking over the Deafness Rehabilitation Graduate Certificate and three of the four courses that make it up (RHCO 521, RHCO 522, RHCO 523). One course, ASL 421 Deaf Culture and Community, is currently part of the TPTE graduate and undergraduate catalog.

Impact on other units: The three courses (RCDE 521, 522 and 523) are needed for the Rehabilitation Counseling for the Deaf Graduate Certificate program. As this graduate certificate program will be housed entirely within TPTE (if approved) there will not be an impact on other units. NOTE: Dr Sherry Bell is aware of this proposal and has had discussions with Dr. Jeff Cochran of EPC and they are in agreement with this change.

Financial impact: There is no impact on staffing for AY semesters as these courses will be offered during the summer sessions only. Courses will be taught by existing faculty or qualified adjuncts. The Rehabilitation Counseling for the Deaf certificate will be completed via distance education and the certificate would be self-sustaining via student fees. We could also have funding coming back to the department via the distance education incentive which would be adequate to cover the summer salary expenses of department faculty or the salary of adjuncts as needed.

Additional documentation: The change requires no additional approval. The change is not substantive and will not need to be reported to SACSCOC.

This graduate certificate program is moving from the EPC department to the TPTE department. This change has been discussed and agreed upon by Dr. Bell from TPTE and Dr. Cochran from EPC. Please see the

attached email between Dr. Bell and Dr. Cochran stating the approval of the change. Please also refer to the attached course syllabi for RCDE 521, RCDE 522, and RCDE 523.

**ITEM 21: Approved with friendly amendment(s) (11/08)**

*The GCRC approved the item with the noted revision(s) to remove the note in parenthesis under the Required Courses listing.*

**ITEM 22: REVISE THE URBAN EDUCATION GRADUATE CERTIFICATE**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9944](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9944)

In the 2018-2019 Graduate Catalog, revise the Urban Education Graduate Certificate description text, as follows:

**FROM:**

The Department of Theory and Practice in Teacher Education offers a graduate certificate in urban education for experienced urban teachers. A cohort group is competitively selected each year. Participants complete a 12-credit hour, four-course program of study over a two-year period. First-year courses are TPTE 595 and TPTE 540. Second-year courses are TPTE 595 and TPTE 540.

**TO:**

The Department of Theory and Practice in Teacher Education offers a graduate certificate in urban education for aspiring and experienced educators. The certificate gives educators an opportunity to serve diverse urban communities by strengthening their knowledge, skills, and dispositions related to educational equity. Urban and urbanizing communities are often characterized by incredible racial, ethnic, linguistic, and cultural diversity. However, school curricula, instructional strategies, and the racially homogenous teaching force rarely address the needs of urban communities and represent a growing cultural gap between communities and schools. Educators who complete the Urban Education Graduate Certificate will be prepared to leverage the assets of students and families from diverse backgrounds to engage in meaningful change in the classroom, community, and beyond. The certificate prepares educational professionals to work in urban environments through a focus on developing a deep understanding of various marginalized groups, collaborating with community members and organizations to form strong partnerships, and building strategies for teaching and leadership that promote academic achievement and positive social change in urban schools. A group is competitively selected each year. Participants complete a 12-credit hour, four-course program of study over a one-year period. Required courses include Introduction to Urban Education, TPTE 595; Diversity Pedagogy, TPTE 540; Social Justice and Social Action, TPTE 540; and a 3-credit hour elective course.

**Supporting Information**

**Rationale:** This change is to revise the catalog description for the Graduate Certificate in Urban Education. The revision updates the following: The program is now being offered to “aspiring” educators and not just experienced educators. We are now offering the certificate to current students. We have broadened the description to include “educators” and not only “teachers.” Given that the program will be open to current students (“aspiring teachers”), we may not follow a cohort model from year-to-year. The program has changed from a two-year program to a one-year program. Lastly, we have updated description of required courses. Faculty members reviewed and revamped the Graduate Certificate in Urban Education curriculum and discussed subsequent changes with Department Head, Dr. Sherry Bell and Associate Dean, Dr. Susan Benner. The changes were agreed upon to help revive a program in an area of critical need. Additionally, students have expressed that there are few opportunities for individuals in middle and secondary education programs to focus on urban education issues. The new changes provide one avenue for students in those programs to get urban education training. This change is not connected to a formal SACS assessment.

**Impact on other units:** In our review of the graduate catalog, we determined that there is no impact on other units. All courses will be taught within the department and given that we have allowed for one elective course within the department, students can more easily add the Urban Certificate and other endorsements without having to add too many additional courses. Additionally, these courses will draw students from outside the institution such as in-service teachers.

**Financial impact:** No additional resources will be required. The courses will be taught by current faculty.

**Additional documentation:** No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. Additionally, it is a certificate program and as such reporting to SACSCOC is not required.

**ITEM 22: Approved with friendly amendment(s) (11/08)**

*The GCRC approved the item with the noted revision(s) to remove the word “incredible” in the third sentence.*



## DEPARTMENT OF PUBLIC HEALTH

### STUDENT LEARNER OUTCOMES

#### (PUBH) PUBLIC HEALTH

Learning objectives for the DrPH Program –

Students completing the DrPH program should be able to:

1. Students will demonstrate clarity of scientific writing skills
2. Students will demonstrate clarity of verbal expression and the ability to respond to scientific questions in a clear and accurate manner
3. Students will demonstrate mastery of complex scientific and technical issues relevant to the student's area of research
4. Students will demonstrate mastery of complex scientific and technical skills relevant to the student's broader foundation in health behavior and health education.

Learning objectives for the MPH Program

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

### I. COURSE CHANGES

#### (PUBH) PUBLIC HEALTH

#### **ITEM 23: REVISE COURSE TITLE, CREDIT HOURS, DESCRIPTION, REPEATABILITY, REGISTRATION RESTRICTION(S), AND ADD (RE)PREREQUISITES**

##### **23-A PUBH 687 Advanced Field Practice (3)**

Internship in a public health practice setting, approved by the academic advisor and DrPH Program Director. See DrPH Graduate Handbook for further information and documentation.

Repeatability: May be repeated once. Maximum 6 hours.

(RE)Prerequisite(s): After completing 12 credit hours in the DrPH program

Registration Restriction(s): DrPH students only.

*Formerly: (PUBH 687) Practice Engagement/Field Placement (1-6)*

*Internship in a public health practice setting, approved by the DrPH Program Director. Required for two semesters of the DrPH program.*

*Repeatability: May be repeated once. Maximum 9 hours.*

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

Supporting Information

Rationale: The DrPH committee reviewed field practice descriptions and requirements of 5 other CEPH accredited DrPH programs. The name was changed to better reflect the doctoral level ("advanced") and highlight the applied "practice" required of the course work. The minimum of 3 credit hours was in keeping with most of DrPH programs that were available for review. Faculty reviewed and voted to accept this proposal.

Impact on Other Units: Three of the 5 reviewed DrPH programs reflected 3 or fewer credit hours. In reducing the required units from 6 to 3, the doctoral students now have the ability to include an elective in their DrPH training. No elective was available with the prior requirement of 6 units.

Financial impact: None: course will be facilitated by the faculty advisors, working in collaboration with Advanced Field Practice preceptors.

Additional Documentation: This change does not require any additional approvals and does not need to be reported to SACSCOC.

**ITEM 23-A: Approved (11/01)**

#### **ITEM 24: REVISE GRADING RESTRICTION**

##### **24-A PUBH 610 Scientific Writing for the Health Sciences (1)**

Grading Restriction: Satisfactory/No Credit grading only

*Formerly: PUBH 610 Scientific Writing for the Health Sciences (1)*

*Grading Restriction: Letter grade (A-F)*

**ITEM 24-A: Approved (11/01)**

**Supporting Information**

Rationale: This is a one-credit hour seminar course. There is a very limited number of assignments in the course, with the emphasis placed on reading and participating in discussion. Given this format, satisfactory/NC is appropriate in assessing student performance

Impact on Other Units: The content will remain the same; hence, the change in grading structure will not impact other units.

Financial impact: There is no financial impact, as the faculty investment remains the same with the change in grading structure.

Additional Documentation: This change does not require any additional approvals and does not need to be reported to SACSCOC.

**24-B PUBH 611 Leadership in Public Health (1)**

Grading Restriction: Satisfactory/No Credit grading only

Formerly: PUBH 611 Leadership in Public Health (1)

Grading Restriction: Letter grade (A-F)

*ITEM 24-B: Approved (11/01)*

**Supporting Information**

Rationale: This is a one-credit hour seminar course. There is a very limited number of assignments in the course, with the emphasis placed on reading and participating in discussion. Given this format, satisfactory/NC is appropriate in assessing student performance

Impact on Other Units: The content will remain the same; hence, the change in grading structure will not impact other units.

Financial impact: There is no financial impact, as the faculty investment remains the same with the change in grading structure.

Additional Documentation: This change does not require any additional approvals and does not need to be reported to SACSCOC.

**24-C PUBH 613 Public Health Ethics and Law (1)**

Grading Restriction: Satisfactory/No Credit grading only

Formerly: PUBH 613 Public Health Ethics and Law (1)

Grading Restriction: Letter grade (A-F)

**Supporting Information**

Rationale: This is a one-credit hour seminar course. There is a very limited number of assignments in the course, with the emphasis placed on reading and participating in discussion. Given this format, satisfactory/NC is appropriate in assessing student performance.

Impact on Other Units: The content will remain the same; hence, the change in grading structure will not impact other units.

Financial impact: There is no financial impact, as the faculty investment remains the same with the change in grading structure.

Additional Documentation: This change does not require any additional approvals and does not need to be reported to SACSCOC.

*ITEM 24-C: Approved (11/01)*

**ITEM 25: DROP (RE)PREREQUISITE REQUIREMENTS**

**25-A PUBH 656 Comparative Theories/Health Behavior (3)**

Formerly: PUBH 656 Comparative Theories/Health Behavior (3)

(RE)Prerequisite(s): 555.

**Supporting Information**

Rationale: Following a careful review of the curriculum by the DrPH committee in 2016, it was determined that PUBH 555 would no longer be a core requirement for the DrPH program. Hence, PUBH 555 was not a practical prerequisite for PUBH 656. With that, the instructor of PUBH 656 revised the course content so that PUBH 656 is no longer dependent on PUBH 555 as a foundational course. This proposal and justification were reviewed and approved by the faculty.

Impact on Other Units: There is no impact on other units given that PUBH 555 is not included in the DrPH program.

Financial impact: There is no financial impact as PUBH 555 will remain in the MPH program and is no longer included in the DrPH program.

Additional Documentation: This change does not require any additional approvals and does not need to be reported to SACSCOC.

**ITEM 25-A: Approved (11/01)**

## II. PROGRAM CHANGES

### ITEM 26: REVISE THE PUBLIC HEALTH, DRPH PROGRAM INFORMATION PAGE

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9988&returnto=2834](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9988&returnto=2834)

In the 2018-2019 Graduate Catalog, for the Public Health, DrPH program information, revise the credit hours to reflect changes to PUBH 687 (see course change above), add an elective, include information required by Graduate DARS guidance, and follow format required by Graduate DARS guidance, and add a residence requirement to the description text, as follows:

#### FROM:

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

- ~~Apply qualitative, quantitative, mixed methods and policy analysis research and evaluation methods to address health issues~~
- ~~Influence behavior and policies by communicating public health science to diverse stakeholders~~
- ~~Create, implement, and evaluate strategic plans and organizational change strategies~~
- ~~Design system-level interventions that influence population health outcomes in transdisciplinary team approaches that promote health equity and disease prevention~~
- ~~Integrate knowledge of cultural values and practices in the design or implementation of public health programs~~
- ~~Integrate scientific information, legal and regulatory approaches, ethical frameworks and varied stakeholder interests in policy development and analysis~~
- ~~Assess a population's knowledge and learning needs~~
- ~~Deliver training or educational experiences that promote learning in academic, organizational and community settings~~
- ~~Use best practice modalities in pedagogical practices~~

#### Admission

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

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

**Requirements:**

	Credit Hours
<sup>1</sup> Foundations	20
<sup>2</sup> Core DrPH	36
<sup>3</sup> Cognate	9
Dissertation (PUBH 600)	24
<b>Total Credit Hours</b>	<b>89</b>

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

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

<sup>3</sup> Cognate courses must be approved by faculty advisor and the chair of the DrPH Committee

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

**TO:**

The Doctor of Public Health (DrPH program) is the terminal degree in public health, designed for students who have already earned the MPH degree; however, exceptional students without the MPH may be admitted to the DrPH program. The DrPH is the professional doctoral degree in public health, designed to produce transformative academic and practice leaders with expertise in evidence-based public health practice and research. In addition to the 20 DrPH competencies of the Council on Education for Public Health (see <https://ceph.org/assets/2016.Criteria.pdf>), graduates of the DrPH program will be able to:

- Explore, critique, and apply evidence-based information from multiple sources to Public Health products/issues
- Demonstrate ability to write funding applications to support Public Health initiatives, applying one or more theories or models
- Demonstrate skills for economic and financial management relevant to health organizations or programs, incorporating internal and external evidence
- Compare and contrast the quantitative study designs most commonly used to investigate the determinants of disease and health or the evaluation of programs and policies
- Identify and analyze ethical issues (e.g., personal liberty, social justice, and human rights) in protecting and improving the public's health, applying an ecological framework

**Admission Requirements**

- General requirements set forth by the University of Tennessee, Graduate School (see <http://gradschool.utk.edu/admissions/>)
- GPA of at least 3.2 (on a 4.0 scale) on master's degree coursework, shown in official transcripts. For students without a Master's degree or coursework, a required GPA of 3.2 for the undergraduate degree.
- A minimum of 40th percentile on all sections of the Graduate Record Examination (GRE). GRE scores must be recent; no more than five years before the intended semester of entry.
- International students must meet the graduate school's requirement for a satisfactory score on the Test of English as a Foreign Language (TOEFL) or the International English Language Testing System (IELTS).
- Three letters of reference completed within the past 12 months by faculty members, academic advisors, or employers or professional colleagues. At least two letters must be from persons able to assess the applicant's academic and research capabilities, job performance or professional promise.
- A personal statement to demonstrate the evolution of your interest in public health and how DrPH program will prepare you to work in the field of public health;
- Ability to clearly articulate a defined career pathway, which incorporates practice and research experience and skills, upon interview;
- Demonstrated skill in a professional, research, or academic writing sample. A writing sample of scientific writing should be submitted (preferably the applicant is either the sole author or first authored approximately 2,000-3,000 words). A published article is acceptable only if the applicant discloses the nature of his/her contribution;
- A current curriculum vitae

**Admission Preferences**

- MPH degree from a CEPH accredited school or program of Public Health. Public health or relevant work experience at local, state or federal level highly desirable.
- Applicants without the MPH degree may be admitted to the DrPH program. For example, exceptional applicants who meet one of the following requirements may also be considered for admission:
  - Applicants with a master's degree or an advanced professional degree in a field related to public health from an officially recognized domestic or international institution; The aforementioned graduate degree must be conferred prior to enrollment to DrPH; or

- Applicants without a graduate degree must have at least two years of full-time work experience in public health or a related field.

An online application must be submitted to the Graduate Admissions Office. Admission form links are available at <https://gradschool.utk.edu/admissions/applying-to-graduate-school/>.

Review of applications will begin on November 1 and continue until March 1. Limited financial support is available for highly competitive, full-time students. Students interested in financial support should submit their applications no later than January 15.

Please send all inquiries to: Director of the DrPH, Department of Public Health, 390 HPER, 1914 Andy Holt Avenue, The University of Tennessee, Knoxville, TN 37996; Phone: (865)-974-5041, Fax: 865-974-6439, E-mail: [dph@utk.edu](mailto:dph@utk.edu)

Requirements for the DrPH degree are satisfactory completion of the following:

Foundation Courses (or equivalent courses if taken outside of the University of Tennessee, Knoxville, as approved by Director of the DrPH Program)

- PUBH 509, Graduate Seminar in Public Health (2 semesters, 1 credit/semester), 2 credit hours
- PUBH 510, Environmental Health Science, 3 credit hours
- PUBH 520, Public Health Policy and Administration, 3 credit hours
- PUBH 530, Biostatistics, 3 credit hours
- PUBH 537, Fundamentals of Program Evaluation, 3 credit hours
- PUBH 540, Principles of Epidemiology, 3 credit hours, and
- PUBH 555, Health and Society, 3 credit hours

Core Courses

- PUBH 536, Research Methods in Health, 3 credit hours
- PUBH 540, Epidemiology, 3 credit hours
- PUBH 552, Community Health Assessment, 4 credit hours
- PUBH 609, (2 credit hours over 2 semesters), Public Health Doctoral Seminar
- PUBH 610, Scientific Writing for the Health Sciences, 1 credit hour
- PUBH 611, Leadership in Public Health, 1 credit hour
- PUBH 613, Public Health Ethics and Law, 1 credit hour
- PUBH 636, Advanced Research Methods, 3 credit hours
- PUBH 637, Applications in Program Evaluation, 3 credit hours
- PUBH 640, Advanced Epidemiological Methods, 3 credit hours
- PUBH 656, Comparative Theories in Health Behavior, 3 credit hours
- PUBH 687, Advanced Field Practice, 3 credit hours
- STAT 537 OR SOWK 605, 3 credit hours (Note: PUBH 530 or its equivalent may serve in lieu of STAT 537 or SOWK 605. Please confer with the instructors of STAT 538 OR SOWK 606 to insure that PUB 530 will fulfill the course prerequisite)
- STAT 538 (STAT537 prerequisite) OR SOWK 606 (SOWK 605 prerequisite), 3 credit hours
- One additional graduate statistics course selected in consultation with faculty advisor, 3 credit hours

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

Other Course Requirements

- Cognate Courses (9 credit hours): The DrPH is a generalist degree, but requires a cognate to include 9 semester credit hours that are thematically related. This usually amounts to three 3-credit hour courses. The cognate coursework can include graduate-level independent study, public health graduate courses, and/or graduate coursework from other academic units. The academic advisor and the Director of the DrPH must formally approve the proposed cognate courses.
- PUBH 600, 24 credit hours

Graduate School Non-Course Requirements

- Completed comprehensive exam
- Admission to candidacy
- Fulfill residence
- Completed defense of dissertation

Departmental Non-Course Requirements

- Complete a minimum of 12 credit hours toward DrPH prior to PUBH 687
- Pass Part A comprehensive examination before completing 27 credit hours toward DrPH degree or dismissed from DrPH program
- Formal presentation of dissertation
- Successful defense of dissertation
- Minimum overall grade point average of 3.25 or academic probation
- Minimum grade point average of 3.25 for doctoral PUBH courses or academic probation

Supporting Information

Rationale: (1) Changes in the DrPH competencies: In November 2016 the Public Health accrediting body (Council on Education for Public Health or CEPH) revealed competencies for DrPH programs. In addition to the 20 prescribed competencies, CEPH also requires a minimum of five faculty-selected competencies. Following

a careful review of the DrPH competencies of other institutions, the existing CEPH competencies and knowledge areas, recommendations from the Association of Schools and Programs of Public Health (ASPPH), and faculty capacity and strengths, the Public Health faculty selected the five competencies included in the program description.

(2) Changes of PUBH 687: The DrPH committee reviewed field practice descriptions and requirements of 5 other CEPH accredited DrPH programs. The name of PUBH687 was changed to better reflect the doctoral level ("advanced") and highlight the applied "practice" required of the course work. The minimum of 3 credit hours for PUBH 687 was in keeping with the majority of DrPH programs that were available for review.

(3) Reorganization of course requirements: This formatting is to meet the Graduate DARS guidance.

(4) Addition of PUBH 640, Advanced Epidemiological Methods, to the DrPH core coursework. This is a standard course in a Public Health doctoral program, given our review of the five CEPH accredited DrPH programs. Given the reduction of the credit hour requirement for PUBH 687 (from 6 credit hours to 3 credit hours), we now have room in the core curriculum to make PUBH 640 a requirement without incorporating more credit hours into the DrPH degree. We also have two faculty members who are capable of teaching this course consistently.

(5) Addition of Graduate School Non-Course Requirements. This addition is to meet the Graduate DARS guidance for formatting catalog information.

(6) Addition of Departmental Non-Course Requirements. Faculty have reviewed this academic standards proposal, its implications, and approved through voting. These changes will enhance the accountability of students and academic advisors, and increase the transparency of assessing student competence. These changes will be reflected in the Fall 2018 DrPH Graduate Handbook

Impact on Other Units: (1) The change in the DrPH competencies will only impact Public Health courses, as all competencies must be addressed within the PUBH courses to ensure that the annual assessment of the competencies is feasible.

(2) Given that PUBH 687 is a PUBH course without prescribed prerequisites, there is no foreseen impact on other units.

(3) This change is simply formatting without content change. Hence there will be no impact on other units.

(4) The addition of PUBH 640, Advanced Epidemiological Methods, as a core course will not impact other units. The course is currently an elective that is taught annually by faculty in the Department of Public Health.

(5) This change is simply formatting without content change. Hence, there will be no impact on other units.

(6) These enhanced expectations for the PUBH GPA are internal to the PUBH courses so there will be no impact on units outside of Public Health. The enhanced overall GPA for doctoral work to 3.25 informs students and advisors that an even split of A's and C's is not an acceptable outcome for doctoral coursework in Public Health.

Financial impact: Points 1-6 will have no financial impact. Faculty advisors will be responsible for the facilitation of PUBH687, working in collaboration with Advanced Field Practice preceptors.

Additional Documentation: These proposed changes do not require any additional approvals and do not need to be reported to SACSCOC.

**ITEM 26: Approved (11/01)**

## **ITEM 27: REVISE THE DUAL MPH-JD PROGRAM – PUBLIC HEALTH PROGRAM INFORMATION**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9973&returnto=2834](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9973&returnto=2834)

In the 2018-2019 Graduate Catalog, for the Dual MPH-JD Program – Public Health, revise the program description text to be consistent with descriptions of the department's other dual-degree programs and revise required hours, as follows:

### **FROM:**

Dual MPH-JD Program – Public Health Major, Health Policy and Management concentration (JD/MPH)

The College of Law and the Department of Public Health (College of Education, Health, and Human Sciences) offer a dual-degree program that reflects the interrelationship between the legal system and the protection and promotion of the public's health. In particular, the program emphasizes the role that policy, public and private, plays in creating the conditions in which people can be healthy.

Typically, the Juris Doctor (JD) degree requires a minimum of 89 semester credit hours and is completed in three years of full-time study. The Master of Public Health (MPH) degree requires 42 semester credit hours and can be completed in two to three years, depending on full-time or part-time study. The dual-degree program offers students the opportunity to pursue both degrees simultaneously and to complete all requirements in four years, rather than in the longer period required to obtain each degree independently. Students pursuing the dual degree should plan to be enrolled in course work or an internship for 1-3 summer terms in addition to taking normal course loads for four academic years.

By combining the programs, students develop specialized knowledge in public health-related legal issues while retaining the flexibility of professional training in the broad disciplines of law and public health. For example, a graduate of the dual-degree program may work as a public health professional with an acute awareness of legal and policy issues, while

another may work as an attorney focusing his or her practice on health care issues. Yet others may go on to teach at schools of law or public health.

The Health Policy and Management (HPM) concentration of the Public Health Major, MPH degree provides students with the skills necessary to manage an array of human, capital, and material resources and to provide leadership within a guiding framework of established organizational goals to achieve positive outcomes related to health. In addition, HPM students develop the ability to understand policy formulation and policy impacts, a necessary skill for health managers and policy planners seeking to address important issues, such as access to care, quality improvement and assurance, cost containment, and partnerships with others to improve the health of the public.

#### Admission

To be admitted to the dual-degree program, an applicant must have received a baccalaureate-level degree. The applicant must also apply and be admitted separately to the College of Law, the Graduate School, and the MPH Program.

For purposes of admission to the JD-MPH dual-degree program, the applicant only needs to take the LSAT (Law School Admission Test), but must submit the test scores to the College of Law, the Graduate School, and the MPH Program. Applicants are welcome to submit their GRE scores if they so wish.

#### Requirements

- 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 credit hours from approved Public Health courses as electives and the Department of Public Health will accept six credit 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.

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.

#### Awarding of Grades

For grade recording purposes in the College of Law and the Department of Public Health, grades awarded in courses in the other unit will be converted to either Satisfactory/No Credit and will not be computed in determining a student's GPA or class standing. The College of Law will award a grade of Satisfactory for an approved Public Health course in which the student earns a grade of B or higher and a grade of No Credit for any lower grade. The Public Health Department will award a grade of Satisfactory for an approved law course in which the student earns a grade of 2.7 or higher on a 4.3 scale and a grade of No Credit for any lower grade. The official academic record of the student maintained by the Office of the University Registrar shall show the actual grade assigned by the instructor without conversion.

Different rules apply to students enrolled in the dual JD-MPH, JD-MBA, or JD-MPA Programs. Grades must be earned according to the grading system of the respective college, e.g. numerical grades for law courses but letter grades for graduate courses. Refer to the grading policy of the College of Law and the Department of Public Health, respectively, for the grading scale acceptable toward meeting degree requirements. Cumulative GPA for law courses only will be carried until graduation, at which time both graduate and law cumulative GPAs will be shown on the student's permanent record.

#### Contact Information

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

##### First Year / Credit Hours

<u>LAW 801</u>	3
<u>LAW 802</u>	3
<u>LAW 803</u>	3
<u>LAW 804</u>	3



<u>LAW 805</u>	3
<u>LAW 806</u>	3
<u>LAW 807</u>	3
<u>LAW 808</u>	2
<u>LAW 809</u>	3
<u>LAW 810</u>	4
<u>LAW 811</u>	1
<u>LAW 820</u>	1
Second Year	
<u>PUBH 510*</u>	3
<u>PUBH 520*</u>	3
<u>PUBH 527</u>	4
<u>PUBH 530</u>	3
<u>PUBH 540</u>	3
<u>LAW 812</u>	4
<u>LAW 814</u>	3
Law Electives**	6
Third Year	
<u>PUBH 521</u>	3
<u>PUBH 525</u>	3
<u>PUBH 537</u>	3
<u>PUBH 555*</u>	3
<u>PUBH 587</u>	3
<u>PUBH 588</u>	3
Law Electives**	12
Fourth Year	
Law Electives**	24
Total credit hours = 115	

\* Approved by the College of Law for credit toward the JD degree (PUBH 510, PUBH 520, and PUBH 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.

<u>LAW 821</u>	(3)
<u>LAW 822</u>	(3)
<u>LAW 862</u>	(3)
<u>LAW 866</u>	(3)
<u>LAW 896</u>	(3)
<u>LAW 957</u>	(3)
<u>LAW 962</u>	(2)
<u>LAW 963</u>	(3)
<u>LAW 964</u>	(2)

#### TO:

Dual MPH-JD Program – Public Health Major, Health Policy and Management concentration (JD/MPH)

The College of Law and the Department of Public Health (College of Education, Health, and Human Sciences) offer a dual-degree program that reflects the interrelationship between the legal system and the protection and promotion of the public's health. In particular, the program emphasizes the role that policy, public and private, plays in creating the conditions in which people can be healthy.

Typically, the Juris Doctor (JD) degree requires a minimum of 89 semester credit hours and is completed in three years of full-time study. The Master of Public Health (MPH) degree requires 42 semester credit hours and can be completed in two to three years, depending on full-time or part-time study. The dual-degree program offers students the opportunity to pursue both degrees simultaneously and to complete all requirements in four years, rather than in the longer period required to obtain each degree independently. Students pursuing the dual degree should plan to be enrolled in course work or an internship for 1-3 summer terms in addition to taking normal course loads for four academic years.

By combining the programs, students develop specialized knowledge in public health-related legal issues while retaining the flexibility of professional training in the broad disciplines of law and public health. For example, a graduate of the dual-degree program may work as a public health professional with an acute awareness of legal and policy issues, while another may work as an attorney focusing his or her practice on health care issues. Yet others may go on to teach at schools of law or public health.

The Health Policy and Management (HPM) concentration of the Public Health Major, MPH degree provides students with the skills necessary to manage an array of human, capital, and material resources and to provide leadership within a guiding framework of established organizational goals to achieve positive outcomes related to health. In addition, HPM students develop the ability to understand policy formulation and policy impacts, a necessary skill for health managers and policy planners seeking to address important issues, such as access to care, quality improvement and assurance, cost containment, and partnerships with others to improve the health of the public.

#### Admission

To be admitted to the dual-degree program, an applicant must have received a baccalaureate-level degree. The applicant must also apply and be admitted separately to the College of Law, the Graduate School, and the MPH Program.

For purposes of admission to the JD-MPH dual-degree program, the applicant only needs to take the LSAT (Law School Admission Test), but must submit the test scores to the College of Law, the Graduate School, and the MPH Program. Applicants are welcome to submit their GRE scores if they so wish.

#### Requirements

- 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 credit hours from approved Public Health courses as electives and the Department of Public Health will accept six credit 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.

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.

#### 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.

#### Awarding of Grades

For grade recording purposes in the College of Law and the Department of Public Health, grades awarded in courses in the other unit will be converted to either Satisfactory/No Credit and will not be computed in determining a student's GPA or class standing. The College of Law will award a grade of Satisfactory for an approved Public Health course in which the student earns a grade of B or higher and a grade of No Credit for any lower grade. The Public Health Department will award a grade of Satisfactory for an approved law course in which the student earns a grade of 2.7 or higher on a 4.3 scale and a grade of No Credit for any lower grade. The official academic record of the student maintained by the Office of the University Registrar shall show the actual grade assigned by the instructor without conversion.

Different rules apply to students enrolled in the dual JD-MPH, JD-MBA, or JD-MPA Programs. Grades must be earned according to the grading system of the respective college, e.g. numerical grades for law courses but letter grades for graduate courses. Refer to the grading policy of the College of Law and the Department of Public Health, respectively, for the grading scale acceptable toward meeting degree requirements. Cumulative GPA for law courses only will be carried until graduation, at which time both graduate and law cumulative GPAs will be shown on the student's permanent record.

#### Contact Information

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#### Supporting Information

Rationale: Providing a year-by-year course plan in the catalog is not consistent with other catalog descriptions of our dual-degree programs. The actual plan comes best when a student works with the advisor to determine an individual plan of study. The aforementioned plan provides basic guidance and is best shared in advising

session. Again, based on the experience of our two other dual degree program advisors, this approach has worked successfully for multiple years.

Impacts on Other Units: There is no impact on other units. Faculty responsible for advising are already in place and will continue to meet with students to devise and individual academic plan.

Financial impact: There is no financial impact on other units.

Additional Documentation: This is a change to bring consistency across catalog descriptions of our dual-degree programs and requires no additional approval. A statement of agreement from the College of Law is attached.

**ITEM 27: Approved with friendly amendment(s) (11/01)**  
*The GCRC approved the item with the noted revision(s) to remove the contact information listings.*

## **ITEM 28: REVISE THE DUAL MPH-MS PROGRAM –PUBLIC HEALTH/NUTRITION MAJORS REQUIREMENTS**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&pooid=9796](http://catalog.utk.edu/preview_program.php?catoid=23&pooid=9796)

In the 2018-2019 Graduate Catalog, for the Dual MPH-MS Program – Public Health/Nutrition Majors, revise the Requirements and Approved Dual Language sections, as follows:

### **FROM:**

#### Requirements

A dual degree candidate must satisfy the requirements for both the Master of Science (public health nutrition concentration) and the Master of Public Health degree, as well as the requirements for the dual program. All candidates for the dual degree must successfully complete PUBH 510, PUBH 537, and PUBH 555; 2 hours (1 hour each) of PUBH 509 and NUTR 509; and a minimum of 58-61 graduate credit hours (depending on the program of interest), which includes core MPH courses and required MS courses (may also include thesis hours). The Department of Nutrition will award a maximum of 9 hours toward the MS for successful completion of approved graduate-level public health courses offered in the Department of Public Health. The Department of Public Health will award a maximum of 14 (non-thesis) – 16 (thesis) graduate hours toward the MPH for successful completion of approved courses offered in the Department of Nutrition.

All courses for which such cross-credit is awarded must be approved by the MPH Academic Program Committee and the student's graduate committee. A single block field experience (or public health internship) is required of all students and the analytical field paper incorporates public health nutrition and the student's public health concentration.

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

#### Approved Dual Credit

~~For thesis students, MS courses to be counted toward the MPH program would include up to 9 hours of NUTR 505, NUTR 506, and NUTR 515, 1 hour of NUTR 509, a maximum of 3 hours of NUTR 543 and NUTR 545, and 3 hours of NUTR 616 (16 graduate hours). For non-thesis students, MS courses to be counted toward the MPH program must include a maximum of 10 hours of NUTR 505, NUTR 506, NUTR 515 and NUTR 519, 1 hour of NUTR 509, and 3 hours of NUTR 616 (14 graduate hours). For thesis and non-thesis students MPH courses to be counted toward the MS include PUBH 520, PUBH 530 and PUBH 540.~~

### **TO:**

#### Requirements

A dual degree candidate must satisfy the requirements for both the Master of Science (public health nutrition concentration) and the Master of Public Health degree, as well as the requirements for the dual program. All candidates for the dual degree must successfully complete PUBH 510, PUBH 537, and PUBH 555; 2 hours (1 hour each) of PUBH 509 and NUTR 509; and a minimum of 56-59 graduate credit hours (depending on the program of interest), which includes core MPH courses and required MS courses (may also include thesis hours). The Department of Nutrition will award a maximum of 9 hours toward the MS for successful completion of approved graduate-level public health courses offered in the Department of Public Health. The Department of Public Health will award a maximum of 12 (non-thesis) - 14 (thesis) graduate hours toward the MPH for successful completion of approved courses offered in the Department of Nutrition.

All courses for which such cross-credit is awarded must be approved by the MPH Academic Program Committee and the student's graduate committee. A single block field experience (or public health internship) is required of all students and the analytical field paper incorporates public health nutrition and the student's public health concentration.

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

#### Approved Dual Credit

For thesis students, MS courses to be counted toward the MPH program would include up to 9 credit hours of NUTR 524 and NUTR 515, 1 hour of NUTR 509, 3 credit hours of NUTR 543, and 3 hours of NUTR 626 (14 graduate credit hours).

For non-thesis students, MS courses to be counted toward the MPH program must include a maximum of 10 credit hours of NUTR 524, NUTR 515 and NUTR 519, 1 credit hour of NUTR 509, and 3 credit hours of NUTR 626 (12 graduate credit hours).

For thesis and non-thesis students MPH courses to be counted toward the MS include PUBH 520, PUBH 530 and PUBH 540.

#### Supporting Information

Rationale: These changes to the MPH/MS Dual program reflect course revisions proposed by the NUTR faculty, following regular curricular review as well as feedback from students in the program resulting in identification of redundancies in some of their coursework. These changes result in a net decrease of 2 credit hours for both concentrations in the Dual program (i.e., going from 58-61 credits to 56-59 credits, depending on the program of interest). This will bring our Dual program into better alignment with peer institutions. These revisions to the MPH/MS Dual program have been approved by the Nutrition faculty and by the MPH Academic Program Committee in their meeting on 9/22/17. NUTR has submitted duplicate language for their identical MS/MPH Dual program. This proposed change will increase the ability of the Dual program to meet student needs. In addition, formatting revisions will increase the similarity of presentation of this dual degree in both the NUTR and the PUBH catalog showcases. This supports SLO#3 of the MS in Nutrition.

Impact on other units: This change will impact students in the MPH/MS Dual Program (called the MS/MPH Dual Program in Nutrition's materials). The NUTR faculty has worked closely with the PUBH faculty and both programs have put forth an identical Program Change proposal for their respective Dual programs. In addition, the head of the Department of Public Health has provided a letter of support (attached).

Financial Impact: These courses will be taught by existing faculty as part of their regular course load. This is a reorganization of existing resources. Therefore, there is no financial impact expected on either departments or the college budget.

Additional documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. The reduction of 2 credit hours does not violate a minimum credit threshold requirement for a dual degree, as noted in an email communication with Heather Hartman at the Office of the Provost (see attached).

**ITEM 28: Approved (11/01)**

#### **ITEM 29: REVISE THE DUAL MPH-DVM PROGRAM – PUBLIC HEALTH REQUIREMENTS**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9995&returnto=2834](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9995&returnto=2834)

In the 2018-2019 Graduate Catalog, for the Dual MPH-DVM Program – Public Health, revise the number of elected hours and revise first sentence of the Approved Dual Credit Section, as follows:

#### **FROM:**

##### Accelerated MPH-DVM Program

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 MPH-DVM students must also complete CEM 611, CEM 506, and EITHER CEM 507 or CEM 508. An additional 4 elective credit hours approved by the advisor must also be completed.

##### Approved Dual Credit

Seven credit hours from the DVM program can be shared between the two degrees and applied to the MPH total credit count. These seven credit hours can be shared from any of the following courses: VMD 833, VMD 836, VMD 837, VMD 864, VMD 867, or VMD 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 credit hours can be shared from any of the following courses: CEM 506, CEM 507, CEM 508, PUBH 587, or PUBH 588.

#### **TO:**

Accelerated DVM-MPH Program

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 MPH-DVM students must also complete CEM 611, CEM 506, and EITHER CEM 507 or CEM 508. An additional 2 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: VMD 833, VMD 836, VMD 837, VMD 864, VMD 867, or VMD 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, PUBH 587, or PUBH 588.

#### Supporting Information

Rationale: The Comparative Medicine faculty are proposing to increase the number of credits of CEM 506, CEM 507, and CEM 508 to 3 credits from the current designation of 2 credits. This change is based on student workload feedback and assessment by the instructing faculty members. This would decrease the number of credits needed by dual students needed to reach the required 42 credits for the MPH.

Impact on other units: There is no impact on any other units as few if any students outside the DVM program take this course. This proposal will be submitted simultaneously by the College of Veterinary Medicine and Department of Public Health for approval.

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

Additional Documentation: This is a low-impact course and as such, does not require additional approvals for this change. Changes being submitted by the Veterinary College are attached.

**ITEM 29: Approved (11/01)**

## DEPARTMENT OF CHILD AND FAMILY STUDIES

### STUDENT LEARNER OUTCOMES

#### (CFS) CHILD AND FAMILY STUDIES

Learning objectives for the MS programs:

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

Learning objectives for the PhD program:

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

### I. COURSE CHANGES

#### (CFS) CHILD AND FAMILY STUDIES

#### ITEM 30: ADD

##### 30-A CFS 4XX (445) Teaching in Kindergarten (3)

Curriculum planning, classroom organization, and management practices for teaching young children. Relationship of kindergarten to total elementary school.

Registration Restriction(s): Admission to teacher education.

#### Supporting Information

Rationale: This course is being added to our department (CFS) and dropped from the department of TPTE. The curricular revision is needed as this course is required for PreK-3 and PreK-K teacher licensure students. It was previously taught under ELEM ED 445 in TPTE, Theory and Practice in Teacher Education. As of Fall 2018, TPTE will no longer teach this course, so CFS must teach it to meet the program requirements of our students. It was determined the change was needed as CFS was notified that due to retirements of faculty in TPTE and the enrollment of mainly CFS students in the course, TPTE would no longer offer it. The change is not connected to a formal SACs assessment.

Impact on Other Units: This course is required for PreK-3 and PreK-K teacher licensure students. The course will be dropped by the TPTE department. The proposed change does not require courses offered by other programs. The course is not a general education, tracking, or high demand course. The course is not a prerequisite or co-requisite for other courses and is not cross-listed in other units.

Financial Impact: This change will require funding for an instructor to teach the course two times per calendar year: summer session and fall semester. An instructor will be required to teach the course. The course does not require additional resources (facilities, materials, etc.). The funding source will be the department operating budget.

Additional Documentation: No additional approvals are required for this change. However, this course was offered for both UG and Grad credit and so the change will be submitted to both committees. The change is not substantive and does not need to be reported to SACSCOC.

**ITEM 30-A: Approved (11/01)**

## DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

### STUDENT LEARNER OUTCOMES

#### Applied Educational Psychology

##### Learning Objectives for the PhD in Education with a concentration in Applied Educational Psychology:

1. Students will write a scholarly review of the literature related to their primary research and practice areas.
2. Students will demonstrate mastery of the content in their area of academic concentration and how to apply the content in professional settings.
3. Students will actively contribute to scholarship in their profession.

#### Learning, Design, and Technology

##### Learning Objectives for the PhD in Education with a concentration in Learning, Design, and Technology:

1. Students will engage in reflective inquiry of learning environments that address the need of diverse learners based on theoretical foundations in learning, design, and technology and rigorous educational research;
2. Students will participate in interdisciplinary research teams and examine issues related to learning environments in various contexts;
3. Students will develop a keen sense of understanding about their social and ethical responsibilities as designers, researchers, and practitioners of learning environments based on theoretical and practical knowledge in the field.

#### Rehabilitation Counseling.

##### Learning objectives for the Counseling MS programs:

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

##### 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.

### I. COURSE CHANGES

#### (IT) INFORMATION TECHNOLOGY

#### ITEM 31: REVISE COURSE TITLE AND DESCRIPTION

##### **31-A IT 679 Theoretical Trends and Issues in Learning, Design, and Technology (3)**

Examine theory, research, and trends in Learning, Design, and Technology including perspectives in instructional technology and educational technology in both formal and informal learning environments.

*Formerly: IT 679 Trends and Issues in Instructional Technology (3)*

*Literature: history and origins, integration and application, teacher preparation, future developments, of change and philosophical/theoretical perspectives.*

##### Supporting Information

Rationale: Revised title and description better reflects content of the course in an updated manner as there have been changes in the field and Instructional Technology doctoral programs are more commonly referred to as Learning, Design, and Technology programs. Supports Learner Outcomes #1.

Impact on Other Units: None. This course is not used by students/programs outside the Unit.

Financial impact: None. Current faculty will teach this course.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. Please see the attached course syllabus.

**ITEM 31-A: Approved (11/08)**

#### ITEM 32: REVISE COURSE TITLE, DESCRIPTION, AND DROP COMMENT(S)

##### **32-A IT 681 Design Problems in Learning Environments (3)**

Examine research and practice related to how designers approach design as problem solving.



Formerly: IT 681 Designing Problem-Based Learning Environments (3)

*Development and integration of problem-based learning pedagogy into curriculum. Examination of literature to understand the theoretical perspective for design of this type of learning environment.*

*Comment(s): Requires admission to the PhD program with a concentration in LEEDS or consent of instructor.*

Supporting Information

Rationale: Revised title and description better reflects content of the course in an updated manner because new ways to examine design and problems solving has been adopted in the field. Removed comment because the LEEDS concentration is phasing out, and this course will be used by the Learning, Design, and Technology concentration students. Supports Learner Outcomes #3.

Impact on Other Units: None. This course is not used by students/programs outside the Unit.

Financial impact: None. Current faculty will teach this course.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. Please see the attached course syllabus.

**ITEM 32-A: Approved (11/08)**

(RHCO) REHABILITATION COUNSELING

**ITEM 33: DROP**

**33-A RHCO 521 - Rehabilitation Services in the Deaf Community (3)**

**ITEM 33-A: Approved (11/08)**

**33-B RHCO 522 - Communication with Persons who are Deaf or Hard of Hearing (3)**

**ITEM 33-B: Approved (11/08)**

**33-C RHCO 523 - Special Populations and Topics in Deafness Rehabilitation (3-4)**

**ITEM 33-C: Approved (11/08)**

**33-D RHCO 530 - Orientation to Rehabilitation (3)**

**ITEM 33-D: Approved (11/08)**

**33-E RHCO 532 - Caseload Management in Rehabilitation (3)**

**ITEM 33-E: Approved (11/08)**

**33-F RHCO 533 - Job Analysis, Development, and Placement (3)**

**ITEM 33-F: Approved (11/08)**

**33-G RHCO 537 - Vocational Evaluation: Clinical Methods (3)**

**ITEM 33-G: Approved (11/08)**

**33-H RHCO 538 - Current Issues in Rehabilitation Counseling (3)**

**ITEM 33-H: Approved (11/08)**

**33-I RHCO 541 - Psychosocial and Multicultural Aspects of Disability (3)**

**ITEM 33-I: Approved (11/08)**

**33-J RHCO 543 - Physical Disabilities, Rehabilitation, and Employment (3)**

**ITEM 33-J: Approved (11/08)**

**33-K RHCO 544 - Cognitive Disabilities, Rehabilitation and Employment (3)**

**ITEM 33-K: Approved (11/08)**

**33-L RHCO 545 - The Rehabilitation Interview (3)**

**ITEM 33-L: Approved (11/08)**

**33-M RHCO 547 - Practicum in Rehabilitation (3)**

**ITEM 33-M: Approved (11/08)**

**33-N RHCO 549 - Internship in Rehabilitation Counseling (3-6)**

**ITEM 33-N: Approved (11/08)**

**33-O RHCO 579 - Special Topics (1-3)**

**ITEM 33-O: Approved (11/08)**

**33-P RHCO 593 - Independent Study (1-3)**

*ITEM 33-P: Approved (11/08)*

Supporting Information

Rationale: The Rehabilitation Counseling concentration of the Counseling Major (MS) has been closed. The related certificate and courses also are being closed.

Impact on other programs: None. Students have not enrolled in these courses in several years.

Financial impact: None.

Support from Assessment Activities: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

## II. PROGRAM CHANGES

### (EDPY) EDUCATIONAL PSYCHOLOGY

#### **ITEM 34: ADD APPLIED EDUCATIONAL PSYCHOLOGY CONCENTRATION UNDER EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PhD**

In the 2018-2019 Graduate Catalog, add Applied Educational Psychology concentration under the Educational Psychology and Research Major, PhD, as follows:

The Applied Educational Psychology (AEP) Concentration represents all major areas of traditional Educational Psychology, including learning, development, measurement, instructional strategies, and academic assessment. Completion of the Ph.D. concentration requires a total of **72 81** graduate hours beyond a Master's degree (24 of which are dissertation hours).

Students select a Cognate from a rich array of options **which are listed below. in Special Education, Higher Education Administration, and Cultural Studies in Education.** In addition, the Concentration curriculum includes four of the six courses required to satisfy curriculum requirements for the Board Certified Behavior Analysis (BCBA) credentials. The other two courses required for meeting the BCBA coursework requirements may be completed through the Special Education Cognate (SPED 430 & SPED 555). The major learning outcomes in the concentration are (a) extensive knowledge of the traditional areas in Educational Psychology, (b) the skills necessary to contribute to relevant scholarship in the field, and (c) contributions to the professional literature through oral and written products.

Admission to the Concentration will be based on successful completion of a Master's degree in Educational Psychology or a related field such as teacher education, GRE scores, grade point average at all collegiate levels, statement of career goals, and professional references. Other prior graduate work will be examined on a case-by-case basis to determine if it can be used to satisfy some course requirements for the Ph.D. concentration. Entering students must have completed graduate coursework in life-span human development, learning theory, and introductory research. **Residency requirements for all students will be met by taking a full load (minimum of 9 hours) two consecutive semesters in the concentration.**

#### Professional Development Core (6 credits minimum)

EDPY 601	Professional Seminar (1)
EDPY 655	Research in Psychoeducational Studies (5)
EDPY 668	Practicum in Instructional Planning (3)

#### Advanced Core (21 credits)

EDPY 517	Direct Assessment and Interventions for Academic Skills Deficits*
EDPY 515	Educational Application of Behavioral Theories of Learning*
EDPY 635	Ethical, Legal, and Professional Issues in Psychology*
EDPY 516	Educational Applications of Cognitive Learning Theories
LEES 671	Advanced Seminar in Theories of Learning
LEES 604	Advanced Seminar in Motivation Theory
CSE 607	Advanced Seminar in Educational Studies

#### Research (15 credits)

Must complete the following two research courses

EDPY 682	Educational Research Methods
EDPY 559	Introduction to Qualitative Research in Education

Select three of the following research courses **(9 credits)**

EDPY 577	Statistics in Applied Fields I
EDPY 677	Statistics in Applied Fields II
EDPY 678	Statistics in Applied Fields III

EDPY 505                      Quasi-Experimental and Single-Subjects Design Research\*  
 SPED 603                      Reading and Applying Research for Diverse Learning: Single-subject Designs I\*

Cognate (6 hours)

Students choose at least two courses from one of the following areas for a cognate: Gifted/Talented Learners, Instructional Strategies in Special Education, Educational Technology or Instructional Technology, Higher Education Administration, or Cultural Studies in Education. Other cognates may be negotiated with the Applied Educational Psychology faculty. (Note: Students planning to work toward BCBA certification will need to complete SPED 430 Applied Behavior Analysis in School Settings and SPED 555 Methods of Teaching Students with Autism Spectrum Disorders to satisfy the Cognate requirement for the AEP Ph.D. or in addition to another Cognate.)

EDPY 600                      Doctoral Research and Dissertation (24 credits)  
 Total **minimum of 81 72** hours

\*Note: To complete the BCBA curriculum, students must complete EDPY 517, EDPY 515, EDPY 635, SPED 555, and SPED 430. In addition, students must choose either EDPY 505 or EDPY 603.

Supporting Information

Rationale: Educational Psychology is a core component of the EPC department. This new concentration will help draw students qualified to teach EDPY 401 which is required for initial teacher licensure students, the significant majority of who are students in the department of Theory and Practice in Teacher Education (TPTE). There is no other Ph.D. offering of this nature in eastern Tennessee.

Impact on other units: CSE 607 is required from another unit (see supporting documents from TPTE). Though not required, students who obtain the BCBA certificate will take two courses from TPTE (see supporting documents).

Financial impact: No impact, uses existing faculty and courses  
 Learning Outcomes Supported: This concentration supports SLOs 1, 2, and 3.

Additional Documentation: A review of market needs by the EPC faculty and College of Education, Health, and Human Sciences administration determined that EPC would be an appropriate location for this concentration. (See email from Dr. Sherry Bell, Department Head for TPTE).

**ITEM 34: Approved with friendly amendment(s) (11/08)**

*The GCRC approved the item with the noted revision(s) to revise the number of graduate hours and the cognate listings in the description text and to revise the course listing and total number of hours.*

## (IT) INFORMATION TECHNOLOGY

### **ITEM 35: ADD LEARNING, DESIGN, AND TECHNOLOGY CONCENTRATION TO THE EDUCATION MAJOR, PhD**

In the 2018-2019 Graduate Catalog, add Learning, Design, and Technology concentration to the Education Major, PhD, as follows:

The Learning, Design, and Technology (LDT) concentration in the Education Major is an instructional design and technology program designed for students with a wide-range of interests. Students in this program engage in research, design, development, implementation, and evaluation of learning environments. The name of the degree, LDT, reflects the changing nature of the field to become more inclusive of informal and formal learning environments. The program supports graduate study of learning environments from an instructional design and technology perspective as well as an educational technology perspective, in various formal and informal settings such as K-12 education, higher education, non-profit agencies, military, and corporate settings. The program supports both part-time and full-time students.

Once admitted, students are required to complete the basic core courses to gain a foundational understanding of both theory and practice related to the design and development of learning environments. In the advanced core and the research apprenticeship courses, students will work closely with faculty to explore potential research projects as a member of an interdisciplinary research team or on their own. Students are required to engage in additional coursework in research methods, electives, and cognates. These additional courses may lead to obtaining a graduate certificate in areas such as Cultural Studies in Education; Online Teaching and Learning; Qualitative Research Methods in Education; and Measurement, Evaluation and Statistics.

Admission requires a Master's degree in Instructional Technology or a Master's degree in another field with the completion of prerequisites prescribed by the admissions committee. Students meet regularly with their advisor to determine courses, follow Graduate School and LDT program requirements, and set personal scholarly goals. In addition to required coursework, all students must complete a minimum of 24 dissertation credit hours. **Residence requirements will be met by taking a full load (minimum of 9 hours) two consecutive semesters in the concentration.**

Requirements

Basic Core (10-credits required) \*

EDPY 601                      Professional Seminar

IT 678                        Seminar in Instructional Technology

LEES 650 Design Thinking and Theory  
 IT 679 Theoretical Trends and Issues in Learning, Design, and Technology  
 \*Co-Requisites that do not count towards the doctoral degree include IT 521 **Proseminar 1: Instructional Technology as a Profession**, IT 570 **Instructional Systems Design**, and IT 573 **Introduction to Multimedia Design**. If students have equivalent experiences or coursework from a Master's degree they can be exempt from part or all of the co-requisite requirement.

Advanced Core (6 credits from the choices below) \*

EDPY 631 Discourse Analysis  
 LEES 659 Cultural Historical Activity Theory and Methods  
 IT 681 Design Problems in Learning Environments (**Revised name, updated content**)  
 ETEC 587 Integrating Emerging Technologies into Teaching and Learning

Or courses approved by advisor

\*Co-Requisites in the Basic Core are Pre-Requisites for the Advanced Core

Research Apprenticeship (6 credits)

LEES 602 Directed Research  
 IT 693 Independent Study

Research Methods (15 credit hours)

EDPY 682 Educational Research Fundamentals  
 EDPY 559 Intro to Qualitative Research in Education  
 EDPY 577 Statistics in Applied Fields I

Two additional Research Methods Courses recommended by advisor

Electives (9 credit hours)

9-credit hours of graduate level courses recommended by advisor that can include courses in Instructional Technology, Educational Technology, Adult Learning, Qualitative Research, Evaluation, and Quantitative Research.

Cognate (6 credit hours)

6-credit hours of graduate level courses recommended by advisor in areas such as Educational Technology, Cultural Studies, and Information Science.

Dissertation (24 credit hours)

IT 600 Dissertation Hours

Total 76 credit hours

Supporting Information

Rationale: The Learning Environments and Educational Studies programs is being administratively closed following graduation or approved change of program of all current LEEDS students. In the past, Cultural Studies (CS) was an interdisciplinary portion of the LEEDS coursework. CS has been moved to TPTE and is offering an independent curriculum. It was determined by EPC faculty and the CEHHS college administration that the LDT program will be created in EPC to continue an Instructional Technology doctoral curriculum. Additionally, within the state of Tennessee there is a shortage of Instructional Technology doctoral programs and having LDT at UT Knoxville will fill this void.

Impact on Other Units: The TPTE Department Head and faculty have been consulted and have agreed to take a collaborative role to strengthen the LDT program by allowing one of their courses in the LDT core offerings. See the email in support of these changes from Dr. Sherry Bell, TPTE Department Head.

Financial Impact: None. Courses in LDT will be taught by existing faculty; no impact

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC. Please see attached email from Dr. Bell.

#### **ITEM 35: Approved with friendly amendment(s) (11/08)**

*The GCRC approved the item with the noted revision(s) to remove the sentence on residence requirements from the description text, to remove the course titles from the course listings under the Basic Core Requirements, and to remove the note in parenthesis under the Advanced Core Requirements.*

#### **ITEM 36: DROP THE DEAFNESS REHABILITATION GRADUATE CERTIFICATE PROGRAM**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9994](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9994)

In the 2018-2019 Graduate Catalog, drop the Deafness Rehabilitation Graduate Certificate and remove all description text and reference throughout the catalog.

Supporting Information

Rationale: The Rehabilitation Counseling concentration of the Counseling Major (MS) has been closed. The related certificate is also being closed.

Impact on other programs: None. This certificate has not enrolled new students for the past 2 years.

Financial impact: None.

Additional Documentation: No additional approvals are required for this change. The change is not substantive and does not need to be reported to SACSCOC.

*ITEM 36: Approved (11/08)*

## ADDENDUM 11/01/17 GCRC MEETING NEW ITEM

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES  
Effective Fall 2018  
Graduate

### DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

#### STUDENT LEARNER OUTCOMES

##### MS Track I Learner Outcomes

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

##### MS Track II Learner Outcomes

1. The candidate understands the central concepts, tools of inquiry, structures of the discipline 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)

##### Rehabilitation Counseling for the Deaf Learner Outcomes

1. Students will understand advanced topics related to the deaf community to enhance practice as rehabilitation counselors for persons who are deaf or hard of hearing.
2. Students will understand advanced topics related to public and private services available through community agencies for persons who are deaf or hard of hearing, with an emphasis upon vocational rehabilitation services.
3. Students will gain a deep understanding of special populations within the deaf community, including but not limited to persons who are deaf and blind, late-deafened individuals, and veterans who have become deaf or hard-of-hearing through service-connected circumstances.
4. Students will learn appropriate counseling skills using American Sign Language (ASL).
5. Students will be immersed in American Sign Language (ASL) by virtue of courses being taught using ASL as the means of delivering lecture materials.

##### Urban Learner Outcomes

1. Understand and acquire leadership abilities and change strategies to improve teaching and learning in urban school contexts.  
NBPTS Standard 1: Teachers are committed to students and their learning.  
NBPTS Standard 5: Teachers are members of learning communities.
2. Demonstrate an array of teaching/learning strategies or instructional models aligned with the needs of students and families in urban school communities.  
NBPTS Standard 4: Teachers think systematically about their practice and learn from experience.
3. Demonstrate the ability to assess student learning and achievement in urban school contexts  
NBPTS Standard 3: Teachers are responsible for managing and monitoring student learning.

#### I. COURSE CHANGES

(WLEL) WORLD LANGUAGE AND ENGLISH AS A SECOND LANGUAGE

##### ITEM 37: REVISE TO ADD PRIMARY CROSS-LISTING

**37-A WLEL 455 Teaching of World Languages (3)**  
Cross listed with ASL 455

*Formerly: WLEL 455 Teaching of World Languages (3)*

##### Supporting Information

Rationale: We are adding ASL 455 and cross listing it with WLEL 455. A state bill, HB0462/SB0524, was passed and signed into law effective 7/1/17, which allows high school students to take ASL as a world language. A concentration in ASL Education allows us to begin filling the demand in the state of TN for licensed ASL teachers, PreK-12. ASL 455 is a required course of the new concentration. There is considerable overlap with the content and pedagogy of World Languages. Upon review of WLEL 455 course content and through discussion with instructor, Dr. Davis-Wiley, we determined that the learning experiences in WLEL 455 would be applicable to ASL teachers, and that Dr. Davis-Wiley has designed the course in a beneficial way so that students gain in knowledge and practice in the context of teaching their select languages. Although WLEL and

ASL students would be combined for the purpose of this class, we feel the ASL prefix is needed for program visibility. There will be no changes in SACS.

Impact on other units: There will be no impact on other units outside of the department. We have the written support of the WLEL faculty within TPTE for this change.

Financial impact: None. No additional resources are needed due to this change. The course is currently being taught by existing WLEL faculty.

Additional documentation: There is no additional approval required. This is not a substantive change and does not need to be reported to SACSCOC. However, we do have written support from WLEL faculty. We are requesting the course number 455 for this ASL class so that it aligns with the WLEL 455 course (primary) that it is being cross listed with. This course is being offered for UG and Grad credit and is being submitted to both CRC committees concurrently. The WLEL 455 syllabus is provided as supporting documentation. No major revisions to the syllabus are needed to cross list ASL 455.

*ITEM 37-A: Approved (11/08)*