

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

September 27, 2017  
2:30-4:30 pm  
Claxton 412

### **Attending:**

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

Guests: Mary Lynne Derrington (ELPS)

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 2:32 p.m. in Claxton 412.
- II. Approval of Minutes (Jo Ann Cady)
  - a. March 8, 2017
    - i. Committee tabled the approval of the March 8, 2017 minutes to be considered at the next GCRC meeting on November 1, 2017.
- III. Announcements
  - a. None
- IV. Curricular Agenda
  - a. Child and Family Studies (CFS) – Spencer Olmstead
  - b. Educational Leadership and Policy Studies (ELPS) – Pamela Angelle
  - c. Educational Psychology and Counseling (EPC) – Merilee McCurdy
  - d. Kinesiology, Recreation, and Sport Studies (KRSS) – Leslee Fisher
  - e. Public Health (PUBH) – Kathy Brown
  - f. Theory and Practice in Teacher Education (TPTE) – Jo Ann Cady
    - i. Graduate Curricular Review Committee did not have enough time to review the TPTE proposal at the 9/27/17 GCRC meeting. An additional meeting was held on 10/2/17 in Claxton 451 to review the TPTE proposal.
      1. Voting Members present at the 10/2/17 meeting: Jo Ann Cady (Chair; TPTE); Merilee McCurdy (EPC); Leslee Fisher (KRSS); Spencer Olmstead (CFS); Pamela Angelle (ELPS); Ahmed Bettaieb (NUTR); Proxy for Katie Kavanagh; Sejin Ha (RHTM)
- V. New Business
  - a. None

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**  
**DEPARTMENT OF CHILD AND FAMILY STUDIES**  
All Changes Effective Fall 2018  
Graduate

**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.

**II. PROGRAM CHANGES**

**(CFS) CHILD AND FAMILY STUDIES**

**ITEM 1: REVISE CHILD AND FAMILY STUDIES MAJOR, PhD PROGRAM REQUIREMENTS**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9758&returnto=2834](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9758&returnto=2834)

In the 2018-2019 Graduate Catalog, revise Footnote 2 of the Child and Family Studies Major, PhD requirements, as follows:

**FROM:**

Requirements

The requirements specified below are in addition to those of the Graduate School.

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

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

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

<sup>3</sup>CFS 570 and a 600-level methods course selected from CFS 650, CFS 660, CFS 661, or SOCI 633.

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

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

**TO:**

Requirements

The requirements specified below are in addition to those of the Graduate School.

	Hours Credit
Core: CFS 510, CFS 550, CFE 552	9
<sup>1</sup> CFS Specialization	15

<sup>2</sup> Statistics/Analytic courses	9
<sup>3</sup> Research Methods	6
<sup>4</sup> Electives outside of CFS	6
Professional Seminar 1 – CFS 572	1
Professional Seminar 2 – CFS 672	2
<sup>5</sup> Dissertation	24
Total Hours	72

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

<sup>2</sup>6 hours of graduate-level statistics plus one additional analytic course (quantitative or qualitative).

<sup>3</sup>CFS 570 and a 600-level methods course selected from CFS 650, CFS 660, CFS 661, or SOCI 633,

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

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

### **Supporting Information**

Rationale: In order to prepare Ph.D. students sufficiently for entry into academic or applied fields after graduation, they need to have taken at least two courses (6 credits) of graduate-level statistics. Requiring them to take a minimum of 6 credits of statistics (rather than 3) will bring our program into line with peer and aspirational programs. Analytic requirements in peer and aspirational programs were examined and showed that the minimum requirement is 6 credits of statistics. Thus, this change brings our program into line with peer and aspirational programs and better prepares them to obtain academic and applied positions after graduation.

Impact on other units: None; this course is specified as a general 600-level statistics course and will not require students to take a particular sequence or fulfill a requirement that necessitates the course be taught in other units. It does not necessitate that a new course be developed or taught in other units.

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

Additional Documentation: Supports Learner Outcome #2 in the PhD program.

*Item 1: Approved*

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**  
**DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES**  
All Changes Effective Fall 2018  
Graduate

**Student Learner Outcomes**

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

1. Apply research to practice in addressing problems in educational leadership. (assessed in case studies and papers in research design course)
2. Apply professional values and ethics when making decisions in educational leadership practice. (paper presentation in ethics course)
3. Evaluate/assess effectiveness of current educational policy. (analysis-based on paper and oral presentation in policy course)

**I. COURSE CHANGES**

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

**ITEM 2: ADD**

**2-A ELPS 6XX (601) Doctoral Applied Research (3-12)**

The Doctoral Applied Research course is an applied **course**, culminating in an *applied study of practice* related problem that the student completes under the direction of an advisor, with the support of a committee of faculty. The *applied study of practice* is an independent research study designed to develop feasible solutions to a problem in practice requiring an in-depth investigation that will culminate in practical recommendations and applications that will have a positive impact on students, their families, schools, the school district and the community.

Grading Restriction: P/NP

Repeatability: May be repeated.

Registration Restriction: EdD students only. Minimum student level-graduate.

**Supporting Information**

Rationale: The EdD program is designed to provide advanced study in district leadership, and a pathway for individuals to advance into school district leadership positions. This course, ELPS 6XX (601) Doctoral Applied Research supports the culminating requirement consisting of an *applied study of practice* that the student completes under the direction of an advisor, with the support of a committee of faculty. The performance and progress of each student toward completion of the *applied study of practice* will be assessed by the student's doctoral chair and reviewed yearly by the program faculty. The course follows an independent study format.

Impact on Other Units: No projected impact on other units as this is a new course. In addition, this course will not require courses offered by other programs, will not be a prerequisite or co-requisite for other courses, and will not be cross-listed with other units.

Financial Impact: The addition of this course will not have any material impact on finances or other resources. This course will be offered within the budgeted faculty and available facilities of the Educational Leadership and Policy Studies Department. No new resources, including faculty, are required to deliver the course.

Additional Documentation: The Doctoral Applied Research course is an independent research study designed to develop feasible solutions to an *applied problem of practice* consisting of five chapters: Introduction to the Study, Literature Review, Methodology, Analysis and Findings, Discussion, Implications, and Recommendations, followed by References, and Appendices. This course contributes to the three student learner outcomes listed at the beginning of the proposal document.

**Item 2-A: Approved with noted revision(s)**

*The text in the first sentence of the course description was revised to read, "...is an applied course, culminating..."*

**II. PROGRAM CHANGES**

**ITEM 3: ADD MAJOR AND DEGREE**

Educational Leadership Major, Doctor of Education (EdD) degree \*(PENDING THEC APPROVAL)

*\*This program is pending approval from the Tennessee Higher Education Commission. Students will be admitted to the major and degree only after THEC approves the program.*

In the 2018-2019 Graduate Catalog, insert heading, text and requirements for the Educational Leadership major, EdD, as follows:

Educational Leadership Major, EdD

The Department of Educational Leadership and Policy Studies offers a Doctor of Education (EdD) degree. The four-year, 60 credit hour scholar-practitioner degree focuses on advanced district level knowledge and leadership skills and prepares individuals for the growing variety of school and school district leadership positions including the superintendency. The program uses a combination of delivery systems to accommodate working professionals including regular face-to-face weekend meetings once a month, occasional face-to-face courses, and online and hybrid courses.

#### Admissions Criteria and Academic Standards

All applicants for the EdD program must meet the general admission requirements of the Graduate School, as well as admission requirements for the program. Applicants must meet the following Graduate School requirements:

- Admission to graduate study requires a bachelor's degree with a satisfactory grade point average (GPA) from a college or university accredited by the appropriate regional accrediting agency or foreign equivalent. For Graduate School GPA requirements, refer to the section on *Academic Policies and Requirements for Graduate Students*.
- For additional information, refer to the Graduate Admissions webpage at <http://gradschool.utk.edu/admissions/>

#### EdD Admissions Criteria

To be considered for admission to the EdD, applicants must meet the following minimum requirements:

- Master's degree (or equivalent) from a regionally accredited university or foreign equivalent
- Cumulative GPA of 3.0 on all prior graduate work
- Three years of experience in school or district leadership
- Recent GRE scores (not more than 5 years old at the time of admission)

Application materials contain both the Graduate School and the department application. The application materials are processed by the Graduate Admissions Office and forwarded to the academic department for review by the EdD Admissions Committee, which consists of all educational leadership faculty members serving in the program. In the admissions process, a number of factors are considered holistically, including:

- GPA
- GRE scores
- Resume/CV
- Statement of Purpose Essay
- Three reference letters. One must be from a supervisor familiar with the candidate's leadership experience.

#### Requirements

Educational Leadership Core	Credit Hours
EDAM 610 Advanced Seminar in Administrative Theory	3
EDAM 670 Values and Ethics in Educational Leadership	3
EDAM 680 Administration of Complex Organization	3
Educational Leadership Foundations	
ELPS 695 History and Philosophy of Education	3
ELPS 695 Comparative Studies in Global Leadership	3
EDAM 629 Seminar in Policy Issues in Education	3
Research Foundation	
ELPS 615 Research Design	3
EDPY 577 Statistics in Applied Fields	3
ELPS 695 Qualitative Research Design and Methods	3
Specialization	
EDAM 629 Policy Analysis	3
EDAM 630 Politics of Education	3
EDAM 631 Educational Change Management	3
EDAM 632 School District Leadership	3
EDAM 646 Personnel Administration	3
EDAM 650 Legal Issues in Education	3
Elective	3
Doctoral Applied Research	
ELPS 6XX (601) Doctoral Applied Research	12

Total Credit Hours 60

#### Comprehensive Examination

At the completion of the formal coursework (48 hours), students will be required to pass a comprehensive examination administered by the EdD faculty. The purpose of the examination is to assess the student's mastery of the material and ability to synthesize and apply what was learned to practice-based settings and problems. In order to sit for the comprehensive examination, students must have at least a 3.0 cumulative GPA from course work. Successful passing of the comprehensive examination is requisite to advancing to formally working on an *applied problem of practice* within the framework of the Doctoral Applied Research course. Current rules of the College of Education, Health, and Human

Sciences and the Graduate School will apply to degree requirements and readiness to advance to the doctoral applied research portion of the degree.

The comprehensive examination for the EdD degree will follow the department's procedures for the PhD degree. The examination will be developed by the student's doctoral committee and guided by the chair of the committee. The student will have 6 weeks to prepare answers to the questions before submitting them to the committee. The student will arrange for an oral defense of the comprehensive exam no sooner than two weeks from the date of the submission of the responses to all members. At the oral defense, the committee will question the student about the responses submitted and vote on whether the student has passed or failed the comprehensive exam. The report of the outcome of the examination will be formally reported to the Graduate School.

#### Admission to Candidacy

The student will be admitted to degree candidacy upon successful completion of the following requirements:

1. Submission and approval of the Admission to Candidacy application.
2. Successful completion of 48 graduate credit hours (27 doctoral core and foundation credit hours, 21 specialized credit hours).
3. Successful achievement of a cumulative GPA of 3.0 or above in the doctoral program, with no more than two grades below a "B" grade.
4. Successful passage of the comprehensive examination.
5. To meet the Graduate School requirement of 72 total graduate hours, students may list on the Admission to Candidacy Application up to 12 credit hours of previous graduate course work (can be from the master's or EdS degree).

#### Additional Requirements for Graduation:

1. Approved Admission to Candidacy Application.
2. Successful completion of a minimum of 12 credit hours of Doctoral Applied Research ELPS 6XX (601).
3. Successful defense (Pass) of the *applied problem of practice*.

#### Residency-Residence

Residency will be defined as two consecutive semesters of 6 credit hours per semester of ELPS 6XX (601), Doctoral Applied Research. Residence is defined as full-time registration for a given semester on the campus where the program is located. For the doctoral degree, a minimum of two consecutive semesters of residence is required.

#### Supporting Information

Rationale: Across the state and nation, there has been a call for the advanced preparation of leaders armed with the knowledge and skills beyond that provided in initial leader preparation programs; leaders able to transform schools and school districts. In awareness of the growing need for advanced preparation of school practitioners, The Department of Educational Leadership and Policy Studies has developed a doctoral program in Educational Leadership culminating in an EdD. The program is designed to provide advanced study in district leadership, a unique focus among doctoral programs, and a pathway for individuals to advance into school district leadership positions, including the superintendency, while also becoming practitioner-scholars.

The PhD in Education, with a concentration in Educational Leadership was established in 1950, and has been successfully offered at UTK for the past sixty-six years. Throughout its tenure it has served to prepare aspiring new professors and policy scholars in educational leadership who sought to teach and conduct research at the university level and serve in policy-focused organizations. While the program continues to serve that function, the need for practitioner-scholars has increased.

The Department of Educational Leadership and Policy Studies is being asked by practitioners in the field to offer advanced preparation as rigorous as the PhD program, but tailored to advanced practice. However, since we did not have such a program at the doctoral level, we have had to turn away eager applicants, including many of whom graduated from our widely recognized principal preparation programs at the MS and EdS levels.

In June 2016, the department commissioned Kronley & Associates to conduct a needs assessment to determine if the requests it was getting for a practitioner doctoral program were consistent with an evidence-based demand sufficient to warrant the creation of an EdD at the University of Tennessee, Knoxville. The findings of this study supported the creation of such a program. Kronley & Associates concluded "the proposed EdD will help address significant educator needs in Tennessee," and went on to identify "a distinct and robust market" [of prospective students] who put high value on the proposed EdD from UTK and are interested in pursuing it. Further, the needs assessment affirmed that the proposed EdD was "tightly aligned with the University of Tennessee Knoxville's mission and furthers (its) recently adopted strategic plan, Vol Vision 2020" was "based on what are regarded as best practices that have been embraced and promoted by experts from across the United States," had "an identifiable and vigorous market for the program, which will attract motivated and qualified students who recognize its value and distinguish it from similarly named programs at other institutions," "will easily meet its recruitment goals," would add "significant value to UTKs teaching and public service efforts in ways that positively impact continuing community needs," and last but not least, would be cost-effective and "self-sustaining, with potential to grow."

Impact on other units and/or courses: The new program will have little to no impact on other units or courses. It will not conflict with any other program offered at the university. Further, it will not change or alter any courses

required by other programs, nor are any of the courses prerequisites for other courses or cross listed with the courses in any other programs or units. With the exception one course (described in Part I Course Changes of this proposal document), the courses to be included in the program already exist.

Financial impact: The proposed program is highly cost effective. No new resources, including faculty, are required to deliver the program; and the courses in the program are already approved and "on the books". Similarly, no new facilities are needed. Existing facilities (offices, classrooms, and seminar rooms) are sufficient to accommodate the program, and the university already provides the tools to enhance online and hybrid course delivery, which will be incorporated into the new EdD program.

Additional Documentation: This program is pending approval from the Tennessee Higher Education Commission, which is waiting for final disposition resulting from the UTK curricular approval process. Students will be admitted to the degree only after the university and THEC approve the program. The Letter of Intent and proposal submission (including ELPS faculty and CVs) have been submitted to THEC. This program contributes to the three student learner outcomes listed at the beginning of the proposal document. Attachments to this proposal include the letter of intent and email submitted to THEC, Provost Zomchick's letter of support, email correspondence with Katie High regarding THEC proposal, and email correspondence with Mary Albrecht indicating that the program does not constitute a substantive change for the purposes of institutional SACSCOC reporting.

**Item 3: Approved with friendly amendment**

*ELPS had proposed this program change at the March 8, 2017 GCRC meeting and was approved by CEHHS GCRC, however, the proposal was later denied by the Graduate Council due to lack of program information. Due to the amount of changes that were made to the original proposal, it was decided to resubmit the proposal to the GCRC for review.*

*Upon the GCRC's review of the proposal at the 9/27/17 GCRC meeting, a friendly amendment was proposed and approved to revise the Residency requirement to read as it does in the academic policies and procedures section of the graduate catalog and to revise all "Residency" language to read as "Residence". "Residency" is incorrect wording as the graduate catalog defines "Residency" as where I live and "Residence" as where I study.*

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**  
**DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING**  
All Changes Effective Fall 2018  
Graduate

**Student Learner Outcomes**

**(COUN) COUNSELING**

MS Degree in Counseling with a concentration in School Counseling and Clinical Mental Health Counseling

1. Students will demonstrate skills for individual counseling.
2. Students will demonstrate skills for group counseling
3. Students will demonstrate knowledge of issues related to clinical supervision of counselors and/or counselor education students.
- 3-4. Students will demonstrate an understanding of a theoretical orientation.

**(EDPY) EDUCATIONAL PSYCHOLOGY**

Learning objectives for the Educational Psychology and Research Major, PhD – Adult Learning Concentration

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

**(LEES) LEARNING ENVIRONMENTS AND EDUCATIONAL STUDIES**

PhD Degree in Education with a concentration in Learning Environments and Educational Studies (LEEDS):

1. Students will demonstrate mastery of scholarly writing pertaining to an area of study.
2. Students will demonstrate ability to determine appropriate professional outlets aligned with their interests.
3. Students will demonstrate interdisciplinary knowledge and application of learning environment design.

**(SCHP) SCHOOL PSYCHOLOGY**

PhD Degree in School Psychology

1. Students will apply appropriate research methodology in a manner that allows them to contribute to the discipline.
2. Students will master the core knowledge in the discipline in order to succeed in school psychology.

**I. COURSE CHANGES**

**(COUN) COUNSELOR EDUCATION**

**ITEM 4: REVISE COURSE TITLE AND DESCRIPTION**

**4-A COUN 525 Assessment and Testing in Counseling (3)**

Applied concepts and principles related to standardized and non-standardized assessment and testing in counseling.

Survey of a broad range of assessments appropriate for administration by entry-level professional counselors.

Procedures for initial assessment, risk assessment, assessment administration, and use of results in counseling process.

Formerly: COUN 525 Formal Measurement in Education and Counseling (3)

Principles of test construction and item analysis. Survey of standardized tests of intelligence, achievement, aptitude, vocational interest, attitudes and personality.

**Supporting Information**

Rationale: CACREP 2016 standards include Assessment and Testing as one of eight core curricular areas for master's programs in counseling. The standards include 13 content items that must be addressed within the course. The revised course title and description are designed to accurately reflect required content for this course. In addition to required changes for accreditation purposes, program assessment data support need for this change. Over the last two years, alumni have consistently rated their preparation in assessment and testing at least one standard deviation lower than most other areas in the program. Similarly, site supervisors, have rated students' preparation for assessment and testing approximately one standard deviation below other core areas. This change has no impact on Student Learning Outcomes.

Impact on other units: None. This course is not used by students/programs outside the Unit.

Financial impact: This course 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 the attached document with course syllabus.

*Item 4-A: Approved*

## **(EDPY) EDUCATIONAL PSYCHOLOGY**

### **ITEM 5: ADD**

#### **5-A EDPY 5XX (519) Writing for Professional Publication (3)**

Designed to help participants understand what is involved in the professional writing and publishing process. Participants will have an opportunity to develop and receive feedback on manuscripts.

##### **Supporting Information**

Rationale: This course directly addresses SACS SLOs to improve student performance on professional writing. The Adult Learning faculty conducted a full program curriculum review and found students in need of instruction in professional writing. Supports Learner Outcomes # 1

Impact on other Units: None. This course is not used by students/programs outside the Unit.

Financial Impact: None. This course has been taught previously as a special topics course (EDPY 504). It is being added as an elective for students. This course will be taught by existing 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. Please see the attached document with course syllabus.

*Item 5-A: Approved*

#### **5-B EDPY 5XX (523) Adult Learning in Social Context (3)**

Examining the social contexts of adult education, and the role of adult education in society, including race, class, gender, sexual orientation, gender identity analyses. Addressing relevant historical, sociological, political, and economic factors that influence adult education theory, practice, and research.

##### **Supporting Information**

Rationale: This course will broaden the core curriculum and keep up with the current development of the field that helps directly strengthen student professional knowledge base. The Adult Learning faculty conducted a full program curriculum review and found students in need of instruction in this topic area. Supports Learner Outcomes # 2

Impact on other Units: None. This course is not used by students/programs outside the Unit.

Financial Impact: None. This course has been taught once as a special topics course. It is being added as a core course for AL program. This course will be taught by existing 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. Please see the attached document with course syllabus.

*Item 5-B: Approved*

#### **5-C EDPY 5XX (538) Non-Western Perspectives on Teaching and Learning (3)**

This course explores non-Western perspectives of teaching and learning in formal as well as informal settings. It reviews and analyzes learning and teaching in the contexts of 10 different societies, cultures, history/traditions, religions, and/or philosophies, etc. and discusses their implications for adult learning settings.

##### **Supporting Information**

Rationale: This course broadens the curriculum and reflects the internationalization of the adult learning field that will strengthen student professional knowledge base. The Adult Learning faculty conducted a full program curriculum review and found students in need of instruction on this topic area. Supports Learner Outcomes # 2

Impact on other Units: None. This course is not used by students/programs outside the Unit.

Financial Impact: None. This course has been taught once as a special topics course. It is being added as an elective for students for AL program.

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 document with course syllabus.

*Item 5-C: Approved*

**5-D EDPY 5XX (539) International and Comparative Adult Education (3)**

This course introduces theoretical foundations of international and comparative education, examines practices of education particularly adult education from international and comparative lenses. Topics include historical development of international and comparative education, global issues; education as a function of national development, models for educational reform and ~~policies~~ policy making, roles of governmental, non-governmental, and international development agencies in education, impact of culture and technology, and case studies on selected nations and their education systems.

**Supporting Information**

Rationale: This course broadens the curriculum and reflects the internationalization of the field of adult learning that helps directly strengthen student professional knowledge base. The Adult Learning faculty conducted a full program curriculum review and found students in need of instruction in this topic area. Supports Learner Outcomes # 2

Impact on other Units: None. This course is not used by students/programs outside the Unit.

Financial Impact: None. This course will be taught by existing 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. Please see the attached document with course syllabus.

*Item 5-D: Approved with noted revision(s)*

*The "policies" text in the second sentence of the course description was revised to read, "policy".*

**5-E EDPY 6XX (635) Ethical, Legal, and Professional Issues in Psychology and Behavior Analysis (3)**

Ethical practice of psychologists and applied behavior analyst; the APA Ethical Principles of Psychologists and Codes of Conduct; the Behavior Analyst Certification Board Guidelines for Responsible Conduct; the NASP Principles for Professional Ethics; School Law; Understanding the complexity of professional ethics and educational law.

**Supporting Information**

Rationale: APA 2017 standards of accreditation (SOA) include Ethics as one of the core competency areas for health service psychologists. In addition, students pursuing the Board Certified Behavior ~~Analysist~~ Analyst (BCBA) credential are required to take a class on ethics. This course also includes information on educational case law. Supports Learner Outcomes #2

Impact on other units: Many graduate students enrolled in the special education program will enroll in this class.

Financial impact: None. Current faculty will teach this course and will teach it as a 604 course this spring 2018.

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 document with course syllabus.

*Item 5-E: Approved with noted revision(s)*

*In the Rationale section of the Supporting Information, the word "Analysist" in the second sentence was revised to read, "Analyst".*

**ITEM 6: DROP**

**6-A EDPY 513 Reflective Practice in Education and Psychology (3)**

**Supporting Information**

Rationale: The faculty conducted a full program curriculum review and determined that this course content is no longer needed.

Impact on other Units: None. This course was not used by students/programs outside the Unit.

Financial Impact: None. Current faculty are adopting new courses in place of this one.

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 6-A: Approved*

**6-B EDPY 613 Advanced Seminar in Reflective Practice (3)**

**Supporting Information**

Rationale: The faculty conducted a full program curriculum review and determined that this course content is no longer needed.

Impact on other Units: None. This course was not used by students/programs outside the Unit.

Financial Impact: None. Current faculty are adopting new courses in place of this one.

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 6-B: Approved*

**ITEM 7: REVISE COURSE TITLE AND DESCRIPTION**

**7-A EDPY 516 Educational Applications of Cognitive and Affective Models (3)**

Understanding of cognitive models of learning, how affect impacts behavior and acquisition of knowledge, and the relationship between cognition and affect.

Formerly: EDPY 516 Educational Applications of Cognitive Learning Theories (3)  
Cognitive theory and research, social learning, attribution and information processing as applied to education.

**Supporting Information**

Rationale: Feedback from prior APA re-accreditation feedback suggested integrating training of affective behavior into the cognition class. The revised course title and description are designed to accurately reflect updated content for this course. Supports Learner Outcomes #2.

Impact on other units: None. This course is not used by students/programs outside the Unit.

Financial impact: None. Current faculty will continue to 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 document with course syllabus.

*Item 7-A: Approved*

**7-B EDPY 521 Program Planning in Adult Education (3)**

Theories and methods from research and practice in planning and operating educational programs. The focus is on the practice of planning educational programs. Concepts can be applied in a variety of contexts such as professional development, health education, training in the workplace, or parent education.

Formerly: EDPY 521 Program Development and Operations in Adult Education (3)  
Theories and methods from research to practice in planning and operating adult education programs

**Supporting Information**

Rationale: Changes to **this** the title and description will better reflect the course content. The Adult Learning faculty conducted a full program curriculum review and modified the content of this course.

Impact on other Units: None. This course is not used by students/programs outside the Unit.

Financial Impact: This course 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 the attached document with course syllabus.

*Item 7-B: Approved with noted revision(s)*

*In the Rationale section of the Supporting Information, the word "this" in the first sentence was removed as this was a typo.*

**ITEM 8: REVISE COURSE TITLE, DROP (RE)PREREQUISITE(S), AND DROP REGISTRATION PERMISSION**

**8-A EDPY 622 Advanced Seminar in Adult Education (3)**

Adult development theory and research.

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

Formerly: EDPY 622 Advanced Seminar in Adult Development (3)

Adult development theory and research.

(RE) Prerequisite(s): 522

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

Registration Permission: Consent of instructor

**Supporting Information**

Rationale: The new title more accurately reflects the course content. No prerequisite is required. The Adult Learning faculty conducted a full program curriculum review and found that the prerequisite was not needed and the title was not reflective of the course.

Impact on other Units: This course is not used by students/programs outside the Unit.

Financial Impact: This course 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 the attached document with course syllabus.

*Item 8-A: Approved*

**(SCHP) SCHOOL PSYCHOLOGY**

**ITEM 9: REVISE TITLE, DESCRIPTION, DROP REPEATABILITY, AND DROP (RE)PREREQUISITE(S)**

**9-A SCHP 541 Psychometrics for School Psychology (3)**

Theory and techniques of psychological measurement, reliability, validity, evaluation of measurement quality, test bias, classical and contemporary measurement theory, and instrument standardization procedures.

Formerly: SCHP 541 Psychoeducational Assessment (3)

Direct, psychometric and naturalistic assessment methods in learning environments.

Repeatability: May be repeated. Maximum 6 hours.

(RE) Prerequisite(s): Counselor Education 525 or equivalent.

**Supporting Information**

Rationale: APA 2017 updated standards of accreditation (SOA) to include Measurement as one of the core competency areas for health service psychologists. The current SCHP 541 includes some topics required by APA. However, more depth into this topic is needed. The revised course title and description are designed to accurately reflect required content for this course. Supports Learner Outcomes #2.

Impact on other units: None. This course is not used by students/programs outside the Unit.

Financial impact: None. Current faculty will continue to 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 document with course syllabus.

*Item 9-A: Approved*

## II. PROGRAM CHANGES

### (EDPY) EDUCATIONAL PSYCHOLOGY

#### ITEM 10: REVISE THE EDUCATIONAL PSYCHOLOGY AND RESEARCH MAJOR, PhD – ADULT LEARNING CONCENTRATION PROGRAM REQUIREMENTS

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9812&returnto=2834](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9812&returnto=2834)

In the 2018-2019 Graduate Catalog, revise the program requirements and remove footnotes 2 and 3 for the Educational Psychology and Research Major, PhD – Adult Learning Concentration, as follows:

#### FROM:

Basic Core Courses (9 credit hours)<sup>2</sup>

EDPY 525 - Adult Learning (3)

EDPY 522 - Adult Development (3)

~~EDPY 513 - Reflective Practice in Education and Psychology (3)~~

Advanced Core Courses (19 credit hours)

EDPY 601 - Professional Seminar (1)

EDPY 625 - Advanced Seminar in Adult Learning (3)

EDPY 622 - Advanced Seminar in Adult Development (3)

~~EDPY 613 - Advanced Seminar in Reflective Practice (3)~~

EDPY 630 - Proseminar in Adult Learning (3 semesters x 3 credit hr. = 9 hours)

Research Methods (15 credit hours)<sup>3</sup>

~~Course in Research Methods (3)~~

~~Course in Statistics (3)~~

~~Course in Qualitative Research (3)~~

~~(Selected course based on student's research interest) (3)~~

~~(Selected course based on student's research interest) (3)~~

~~Cognate (6 credit hours)~~

Electives (12 credit hours)

Dissertation (24 credit hours)

Total Credit Hours (85)

<sup>1</sup>The alternative residency was approved as a feature of the doctoral program in Collaborative Learning in 1996 and modified in 2004. The original residency requirements that served as part of the former Ed.D. major in Education called for students to enroll in six to nine credit hours of coursework each semester for six consecutive semesters, including summer terms. When the major changed to a Ph.D. in Education and later to Educational Psychology and Research, this alternative residency was modified to include two consecutive semesters of nine hours of coursework, consistent with the university's traditional residency requirement. However, a ruling by the Graduate School allows graduate students to use two consecutive semesters of nine credit hours of dissertation research (600) credit to satisfy the traditional residency.

<sup>2</sup>~~Prerequisites EDPY 622, EDPY 630, respectively.~~

<sup>3</sup>~~The first three courses shown are required.~~

#### TO:

Requirements

Basic Core Courses (21 credit hours)

EDPY 520 Survey of Adult Education (3)

EDPY 521 Program Planning in adult education (3)

EDPY 522 Adult Development (3)

EDPY 523 Adult Learning in Social Context (3)

EDPY 525 Adult Learning (3)

EDPY 529 Facilitating Adult Learning (3)

EDPY 539 International & Comparative Adult Education (3)

Advanced Core Courses (13 credit hours)

EDPY 601 - Professional Seminar (1)

EDPY 625 - Advanced Seminar in Adult Learning (3)

EDPY 622 - Advanced Seminar in Adult Education (3)

EDPY 630 - Proseminar in Adult Learning (6)

Research Methods (15 credit hours)

Research courses must include classes in research methods, quantitative methodology, and qualitative research, as well as two additional courses as approved by the student's advisor.

Electives (12 credit hours)

Students, in consultation with their advisor, must select four courses that complement their professional focus.

Dissertation (24 credit hours)

Total Credit Hours (85)

<sup>1</sup>The alternative **residence residency** was approved as a feature of the doctoral program in Collaborative Learning in 1996 and modified in 2004. The original **residence residency** requirements that served as part of the former Ed.D. major in Education called for students to enroll in six to nine credit hours of coursework each semester for six consecutive semesters, including summer terms. When the major changed to a Ph.D. in Education and later to Educational Psychology and Research, this alternative **residence residency** was modified to include two consecutive semesters of nine hours of coursework, consistent with the university's traditional **residence residency** requirement. However, a ruling by the Graduate School allows graduate students to use two consecutive semesters of nine credit hours of dissertation research (600) credit to satisfy the traditional **residence residency**.

#### **Supporting Information**

Rational: This program has gone through many recent changes (i.e., hired two new faculty and retired two faculty). Current program faculty engaged in a full curriculum review and as a result, the focus of the program is changing. The changes in coursework and program requirements reflect this new international focus.

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: All courses will be taught by existing program 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.

*Item 10: Approved with noted revision(s)  
In footnote 1, the "Residency" language was replaced with, "Residence" as this is the correct language.*

### **(LEES) LEARNING ENVIRONMENTS AND EDUCATIONAL STUDIES**

#### **ITEM 11: REVISE THE EDUCATION MAJOR, PhD – LEARNING ENVIRONMENTS AND EDUCATIONAL STUDIES CONCENTRATION PROGRAM REQUIREMENTS**

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9809&returnto=2834](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9809&returnto=2834)

In the 2018-2019 Graduate Catalog, revise the requirements for the PhD Education Major, Learning Environments and Educational Studies Concentration, as follows:

#### **FROM:**

##### **Requirements**

Students may be admitted to the doctoral program with or without a Master's degree. Students need to meet regularly with their advisor to determine courses they need to meet Graduate School and LEEDS program requirements, and personal goals. In addition, all students must complete a minimum of 24 dissertation credit hours and a minimum of 6 credit hours as a cognate in a related field outside the department. Many students take addition credit hours to (a) meet prerequisites for some required courses, (b) earn one or more credentials in areas such as qualitative research or measurement and evaluation, and (c) to further personal scholarly interests.

##### **Credit Hours**

Concentration core	16
Core electives	9
Research methods	15
Cognate	6
Electives	12
Dissertation	24

Total 82

**TO:**

**Requirements**

Admissions requirement includes a Master's degree in Instructional Technology or this requirement can be met by a Master's degree in another area with prerequisites prescribed by the admissions committee. Students need to meet regularly with their advisor to determine courses they need to meet Graduate School and LEEDS program requirements, and personal goals. In addition, all students must complete a minimum of 24 dissertation credit hours and a minimum of 6 credit hours as a cognate in a related field outside the department. Many students take additional credit hours to (a) meet prerequisites for some required courses, (b) earn one or more credentials in areas such as qualitative research or measurement and evaluation, and (c) to further personal scholarly interests.

**Credit Hours**

Concentration core	<u>7</u>
Core electives	<u>6</u>
Research methods	15
Research Apprenticeship	6
Cognate	6
Electives	<u>9</u>
Dissertation	24
Total	<u>73</u>

**Supporting Information**

Rationale: The LEEDS programs is being administratively closed following graduation or approved change of program of all current LEEDS students. Cultural Studies (CSE) was an interdisciplinary portion of the LEEDS coursework. The CSE program has been moved to TPTE and is offering an independent curriculum. The LEEDS program is reducing coursework requirements to reflect the removal of the CSE program coursework from required core courses.

Impact on Other Units: Students will no longer enroll in Cultural Studies coursework. TPTE has been consulted and the Department Head, Dr. Sherry Bell, is supportive of these changes.

Financial Impact: None. Courses in LEEDS will be taught by existing Unit faculty; no impact

Additional Documentation: Please see attachments with an email between Dr. Bell (TPTE) and Dr. Cochran (EPC) showing support and agreement of this change. 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*

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**  
**DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES**  
All Changes Effective Fall 2018  
Graduate

**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 12: REVISE COURSE TITLE, DESCRIPTION, AND REGISTRATION RESTRICTION(S)**

**12-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: The restrictions prevent undergraduate students from registering for graduate level courses. The new title and description more accurately describe the course and its contents.

Impact on other units: The proposed change will not have any effects on other units. The course is not cross-listed, a pre-requisite or co-requisite to another course, and isn't required in another program. The review of the Graduate Catalog prompted a change in title to more accurately reflect the course material.

Financial Impact: The added restriction- student level, graduate, title change, and course description revise, will not have a financial impact. The new restriction will not impact the students who can take the course. Currently, if an undergraduate student enrolls, a staff member has to contact the student and have them drop the course.

Additional Documentation: No additional approvals are required for this change.



**Item 12-A: Denied**

*The GCRC denied this item for the following reason(s): Department needs to provide a rationale for why the restriction is needed and how it was determined that the change needed to be made; Impact on Other Units and Financial Impact sections need to be reorganized; Additional Documentation section needs to address more than "no additional approvals required for this change".*

*Information should be more substantive and should give some assurance that the Department did their due diligence that no additional documentation is needed. For example, "this is not a substantive change and therefore does not require SACSCOC approval". This section should also address any attachments associated with the change.*

**ITEM 13: REVISE COURSE TITLE AND REGISTRATION REGISTRATION RESTRICTION(S)**

**13-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 – Sport Management concentration, Minimum student level – Graduate

**Supporting Information**

Rationale: These courses are specifically for the Recreation and Sport Management Graduate- Sport Management Concentration program. The restrictions prevent undergraduate students from registering for graduate level courses and prevents graduate students from registering for the wrong course.

Impact on other units: This will not have any impacts on other courses. There was a restriction that only allowed Recreation and Sport Management Majors to enroll. The therapeutic recreation majors need to take RSM 596 Therapeutic Recreation Internship and Sport Management concentration need to take this course.

Financial Impact: The course will not impact staffing or the department or college budgets. The course restricts the type of student that can enroll in the course. Currently, if a student enrolls and should not be in the course, a staff member (after consulting with the student's advisor) moves them to the correct internship course. There will not be an impact on the number of students taking the course.

Additional Documentation: No additional approvals are required for this change.

**Item 13-A: Denied**

*The GCRC denied this item for the following reason(s): The information in the "FORMERLY" section is incorrect - the Registration Restriction(s) provided in this section is NOT the Registration Restriction(s) currently listed in the catalog; Rationale section needs clarification – information is not clear and does not provide a rationale for the title change; Impact on Other Units and Financial Impact sections need to be reorganized; Additional Documentation section needs to address more than "no additional approvals required for this change". Information should be more substantive and should give some assurance that the Department did their due diligence that no additional documentation is needed. For example, "this is not a substantive change and therefore does not require SACSCOC approval". This section should also address any attachments associated with the change.*

**ITEM 14: REVISE TO ADD REGISTRATION REGISTRATION RESTRICTION(S)**

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

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

Formerly: RSM 508 Research Methods (3)

Registration Restriction(s): none

**14-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)

Registration Restriction(s): none

**Supporting Information**

Rationale: These courses are specifically for the Recreation and Sport Management Graduate program. The restrictions prevent undergraduate students from registering for graduate level courses and prevents graduate students from registering for the wrong course.

Impact on other units: RSM 508 Research Methods and RSM 593 Independent Study should not impact other units. KNS offers KNS 508 Research Methods and KNS 593 Independent Study.

Financial Impact: The course will not impact staffing or the department or college budgets. The restrictions **affect effect** the major and level of student that can enroll in the course. Currently, if a student enrolls and

should not be in the course, a staff member (after consulting with the student advisor or the student) moves them to the correct course. There will not be an impact on the number of students taking the course.

Additional Documentation: No additional approvals are required for this change.

**14-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)  
Registration Restriction(s): none

**14-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)  
Registration Restriction(s): none

**14-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)  
Registration Restriction(s): none

**Supporting Information**

Rationale: These courses are specifically for the Recreation and Sport Management- Therapeutic Recreation Concentration Graduate program. The restrictions prevent undergraduate students from registering for graduate level courses and prevents graduate students from registering for the wrong course.

Impact on other units: These three courses are specifically for the Therapeutic Recreation Concentration. The courses are not required for other units.

Financial Impact: The course will not impact staffing or the department or college budgets. The restrictions **affect effect** the major and level of student that can enroll in the course. Currently, if a student enrolls and should not be in the course, a staff member (after consulting with the student advisor or the student) moves them to the correct course. There will not be an impact on the number of students taking the course.

Additional Documentation: No additional approvals are required for this change.

**Items 14-A – 14-E: Denied**

*The GCRC denied this item for the following reason(s): Rationale section needs clarification – information is not clear and does not provide a rationale for the title change; Impact on Other Units and Financial Impact sections need to be reorganized; In the Financial Impact, “effect” should be changed to, “affect”; Additional Documentation section needs to address more than “no additional approvals required for this change”. Information should be more substantive and should give some assurance that the Department did their due diligence that no additional documentation is needed. For example, “this is not a substantive change and therefore does not require SACSCOC approval”. This section should also address any attachments associated with the change.*

**ITEM 15: REVISE REGISTRATION REGISTRATION RESTRICTION(S)**

**15-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.

**15-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

**15-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.

- 15-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.
- 15-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.
- 15-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.
- 15-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.
- 15-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.
- 15-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.
- 15-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.
- 15-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.
- 15-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.
- 15-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.
- 15-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: The restrictions prevent undergraduate students from registering for graduate level courses

Impact on other units: Upon reviewing the graduate catalog, the restriction was to only allow graduate students into graduate level classes. No Impact on other units, other restrictions on the courses (major, concentration) were already present.

Financial Impact: The course will not impact staffing or the department or college budgets. The restrictions **affect effect** the major and level of student that can enroll in the course. Currently, if a student enrolls and should not be in the course, a staff member (after consulting with the student advisor or the student) moves them to the correct course. There will not be an impact on the number of students taking the course.

Additional Documentation: No additional approvals are required for this change.

#### Items 15-A – 15-N: Denied

*The GCRC denied this item for the following reason(s): Rationale section needs clarification – information is not clear and does not provide a rationale for the title change; Impact on Other Units and Financial Impact sections need to be reorganized; In the Financial Impact, “effect” should be changed to, “affect”; Additional Documentation section needs to address more than “no additional approvals required for this change”. Information should be more substantive and should give some assurance that the Department did their due diligence that no additional documentation is needed. For example, “this is not a substantive change and therefore does not require SACSCOC approval”. This section should also address any attachments associated with the change.*

## II. PROGRAM CHANGES

### (KNS) KINESIOLOGY

#### ITEM 16: REVISE TEXT AND REQUIREMENTS (IN TWO AREAS) – KINESIOLOGY MAJOR, MS

URL: [http://catalog.utk.edu/preview\\_program.php?catoid=23&poid=9853&returnto=2834](http://catalog.utk.edu/preview_program.php?catoid=23&poid=9853&returnto=2834)

In the 2018-2019 Graduate Catalog, revise the Kinesiology Major, MS Program description text to remove the third sentence of the third paragraph; revise the Exercise Physiology Concentration (MS) Recommended Electives to remove the asterisks from KNS 569, KNS 570, and NURS 505 and to remove the first note listed under the section, as follows:

#### FROM:

Kinesiology is an academic discipline that involves the study of human movement, especially the role of physical activity and its impact on health, human performance, society, and quality of life. Three concentrations are offered at the master's level: (1) exercise physiology, (2) biomechanics, and (3) sport psychology and motor behavior. The study of kinesiology can lead to a variety of careers in teaching, research, and delivery of services. These careers are usually related to physical activity, fitness, health promotion, rehabilitation, sports medicine, athletic training, coaching, and sport psychology consulting. Positions are found in a variety of settings including schools, colleges and universities, public and private agencies, clinical environments, government, business and the military. A description of each program along with application for each follows.

The biomechanics concentration (Master of Science) focuses on the mechanisms, prevention, and rehabilitation of musculoskeletal injuries. The primary emphasis is on biomechanical considerations related to exercise and rehabilitation. Master's students may elect to do a 6-credit thesis, which is recommended for those intending to pursue a doctorate in the field. Graduate students work with biomechanics faculty to pursue research in the areas of biomechanics of lower extremity function, footwear biomechanics, and the biomechanics of injury mechanisms and injury prevention.

The exercise physiology concentration (Master of Science) involves the study of the acute and chronic effects of exercise on the human body. Master's students may elect to do a 6-credit hour thesis, which is recommended for those intending to pursue a doctorate in the field. ~~Students may elect to do internships in cardiac rehabilitation at several area hospitals and are encouraged to take the American College of Sports Medicine (ACSM) Exercise Specialist exam upon graduation.~~ Graduate students collaborate with an exercise physiology faculty member to perform research in the areas of physical activity assessment, metabolism, the health benefits of exercise, and body composition assessment.

The sport psychology and motor behavior concentration (Master of Science) involves the study of psychological theory relevant to the performance of sport and movement skills, systematic research of both a quantitative and qualitative nature, the application of psychological concepts to the performance and learning of physical activities in a variety of settings. Students acquire the knowledge and skills necessary to critically examine the literature in sport psychology and motor behavior, provide psychological assistance for sport performers in a variety of forms (e.g., mental training, injury rehabilitation, skill refinement, stress management, etc.), and design evidence-based approaches for teaching movement

skills. The majority of graduates of the sport psychology and motor behavior master's concentration obtain positions in teaching, coaching, athletic training, and strength and conditioning when they finish their degrees. The remaining students apply for PhD programs after completing master's degree requirements and aspire to careers as faculty members at the university level.

#### Exercise Physiology Concentration (MS) - Required courses:

All Master's students in Exercise Physiology must complete the following courses during their 30-credit hour program of study:

KNS 508 - Research Methods (3)  
KNS 532 - Exercise Physiology (3)  
KNS 565 - Advanced Physiology of Exercise (3)  
KNS 567 - Exercise Testing and Prescription (3)  
KNS 635 - Physical Activity and Positive Health (3)  
KNS 661 - Seminar in Exercise and Applied Physiology (1)\*\*\*  
Kinesiology elective- one additional 3-hour Kinesiology course

#### Recommended Electives:

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

~~\* Highly recommended for students interested in cardiac rehabilitation.~~

\*\* NOTE: If you select the Thesis option you must take a statistics course approved by your advisor (SOWK 605 or STAT 531 are recommended).

\*\*\* KNS 661 must be taken twice for a total of two (2) credit hours.

#### TO:

Kinesiology is an academic discipline that involves the study of human movement, especially the role of physical activity and its impact on health, human performance, society, and quality of life. Three concentrations are offered at the master's level: (1) exercise physiology, (2) biomechanics, and (3) sport psychology and motor behavior. The study of kinesiology can lead to a variety of careers in teaching, research, and delivery of services. These careers are usually related to physical activity, fitness, health promotion, rehabilitation, sports medicine, athletic training, coaching, and sport psychology consulting. Positions are found in a variety of settings including schools, colleges and universities, public and private agencies, clinical environments, government, business and the military. A description of each program along with application for each follows.

The biomechanics concentration (Master of Science) focuses on the mechanisms, prevention, and rehabilitation of musculoskeletal injuries. The primary emphasis is on biomechanical considerations related to exercise and rehabilitation. Master's students may elect to do a 6-credit thesis, which is recommended for those intending to pursue a doctorate in the field. Graduate students work with biomechanics faculty to pursue research in the areas of biomechanics of lower extremity function, footwear biomechanics, and the biomechanics of injury mechanisms and injury prevention.

The exercise physiology concentration (Master of Science) involves the study of the acute and chronic effects of exercise on the human body. Master's students may elect to do a 6-credit hour thesis, which is recommended for those intending to pursue a doctorate in the field. Graduate students collaborate with an exercise physiology faculty member to perform research in the areas of physical activity assessment, metabolism, the health benefits of exercise, and body composition assessment.

The sport psychology and motor behavior concentration (Master of Science) involves the study of psychological theory relevant to the performance of sport and movement skills, systematic research of both a quantitative and qualitative

nature, the application of psychological concepts to the performance and learning of physical activities in a variety of settings. Students acquire the knowledge and skills necessary to critically examine the literature in sport psychology and motor behavior, provide psychological assistance for sport performers in a variety of forms (e.g., mental training, injury rehabilitation, skill refinement, stress management, etc.), and design evidence-based approaches for teaching movement skills. The majority of graduates of the sport psychology and motor behavior master's concentration obtain positions in teaching, coaching, athletic training, and strength and conditioning when they finish their degrees. The remaining students apply for PhD programs after completing master's degree requirements and aspire to careers as faculty members at the university level.

#### Exercise Physiology Concentration (MS) - Required courses:

All Master's students in Exercise Physiology must complete the following courses during their 30-credit hour program of study:

KNS 508 - Research Methods (3)  
KNS 532 - Exercise Physiology (3)  
KNS 565 - Advanced Physiology of Exercise (3)  
KNS 567 - Exercise Testing and Prescription (3)  
KNS 635 - Physical Activity and Positive Health (3)  
KNS 661 - Seminar in Exercise and Applied Physiology (1)\*\*\*  
Kinesiology elective- one additional 3-hour Kinesiology course

#### Recommended Electives:

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

\*\* NOTE: If you select the Thesis option you must take a statistics course approved by your advisor (SOWK 605 or STAT 531 are recommended).

\*\*\* KNS 661 must be taken twice for a total of two (2) credit hours.

#### Supporting Information

Rationale: We no longer have an adequate cohort of students applying to the Exercise Physiology MS Concentration in Kinesiology at UT-Knoxville who are interested in pursuing careers in cardiac rehabilitation. The KNS 560 (Clinical Exercise Physiology) course had been offered every other year, and typically had about 5-8 students in it, but for the last several years none of those students were interested in pursuing cardiac rehabilitation as a profession.

Impact on other units: There are no students from outside of the Department of Kinesiology, Recreation, and Sport Studies who participate in this program.

Financial Impact: This is not a deletion of a course or requirement and does not affect faculty and staff. No students have pursued the option for several years.

Additional Documentation: No additional approvals are required for this change.

**Item 16: Approved**



**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**  
**DEPARTMENT OF PUBLIC HEALTH**  
All Changes Effective Fall 2018  
Graduate

**Student Learner Outcomes**

**(PUBH) PUBLIC HEALTH**

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 17: ADD**

**17-A PUBH 5XX (560) 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<sup>GH</sup> dual degree program will realize an increase of 3 hours with the addition of PUBH 5XX (560). The approval for this is pending. 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 "Change to Concentration" and per Appendix 2 – Required Approvals for Curricular Changes no additional approvals are required. A new course **code number** is needed. Please see the attached document with course syllabus.

**Item 17-A: Tabled**

*The GCRC tabled this item for the following reason(s): PUBH 560 course number was not available (Kayla Whitt will send the department a list of available course numbers); Revise additional documentation language to read, "this is a low-impact course add and does not require additional approvals."; Revise impact on other units to read "JD-MPH"; Revise impact on other unit's language to read, "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"*

**ITEM 18: REVISE COURSE DESCRIPTION**

**18-A PUBH 525 Financial Management of Health Programs (3)**

Financial management concepts and practices applied to health services programs. Fundamentals of budgeting, costing, financing and reimbursement mechanisms for health and healthcare. Opportunities to apply techniques.

Formerly: PUBH 525 Financial Management of Health Programs (3)

Financial management concepts and practices applied to health services programs. Fundamentals of budgeting, costing, financing, rate setting, financial reporting and control. Opportunities to apply techniques.

#### Supporting Information

Rationale: Over the past several years, the professional practice of public health has grown to include a wider variety of job titles and institutional settings. In addition, the passage of the Affordable Care Act (ACA) has significantly impacted the practice of health policy. The revised course description reflects the broader focus of the course on health finance. Replacing "rate setting, financial reporting and control" with "reimbursement mechanisms for health and healthcare" reflects the desire of students for training that will allow them to function in a wide variety of public health roles. Discussions among 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 support the change to the course description.

Impact on Other Units: None; minor change to course description. As this is neither a cross-listed nor a required course for any other program, no impact on other units is apparent.

Financial impact: None; minor change to course description.

Additional Documentation: This is a "Change to Concentration" and specifically to a course in the concentration; per Appendix 2—Required Approvals for Curricular Changes no additional approvals are required. According to the required approvals for curricular change, there is none noted for a change in course description and thus, no additional approvals are required.

*Item 18-A: Approved by CRC with noted revision(s)*

*Revise additional documentation language to read, "according to the required approvals for curricular change, there is none noted for a change in course description and thus no additional approvals are required".*

### ITEM 19: REVISE COURSE TITLE, DESCRIPTION, AND ADD REGISTRATION RESTRICTION(S)

#### 19-A PUBH 527 Healthcare Organizations: Behavior and Management (4)

Development of effective managers and leaders through understanding the interaction across individuals and groups within health and public health organizations. We will employ system-level thinking for problem-solving and strategic planning. Students will complete a service-learning component providing experience in a health-based organization and focused on planning or change management.

Registration Restriction(s): Minimum student level – graduate or permission of instructor

Formerly: PUBH 527 Theories and Techniques in Health Planning (4)

Overview of health planning concepts and methodologies; systems-oriented planning process. Major elements of planning: formulation and conceptualization of problem, plan design, evaluation and implementation. Health problems of institutions, communities and selected population groups, appropriate diagnoses, and programs for addressing needs.

#### Supporting Information

Rationale: Over the past several years, student feedback indicated that the 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 among HPM and other departmental faculty identified similar concerns. The HPM faculty conducted a thorough review of the Health Policy and Management concentration courses and recommended dropping PUBH 521 from the concentration curriculum and integrating relevant content into a revised PUBH 527 course. The MPH Academic Program Committee and the full DPH faculty approved the proposed change to the curriculum in fall 2016.

Impact on Other Units: None, no other unit is responsible for the development or delivery of this course; it is not cross-listed with any other unit and no other program requires this course in its current version. This was determined through review of program requirements across graduate programs.

Financial impact: None. Faculty currently teaching PUBH 527 will teach the revised PUBH 527.

Additional Documentation: This is a "Change to Concentration" and specifically to a course in the concentration; per Appendix 2—Required Approvals for Curricular Changes no additional approvals are required. According to the required approvals for curricular change, there is none noted for changes in course title, description, or registration restrictions, and thus, no additional approvals are required.

*Item 19-A: Approved by CRC with noted revision(s)*

*Revise additional documentation language to read, "according to the required approvals for curricular change, there is none noted for a change in course description and thus no additional approvals are required".*

## 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)	10 - 13	
<sup>3</sup> Electives	3 - 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 525, PUBH 527, PUBH 5XX (560), 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, which focuses on the U.S. healthcare system as well as some global context of healthcare.

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 the students will incur the cost of an additional course. A final determination of the integration of the revised concentration requirements into the JD-MPH program is under discussion by the dual degree faculty and associated department administrators. Alternatives to the increase are being discussed, as it is our goal to maintain the current number of hours for the degree. Important to note: there are no current JD-MPH students and only one has completed the program since its inception in 2013-2014. 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"; per Appendix 2 – Required Approvals for Curricular Changes, no additional approvals are required.

**Item 20: Tabled**

*This item was tabled by the GCRC for the following reason(s): this item is related to item 17. See item 17 for additional information on why the items were tabled.*

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES**  
**DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION**  
All Changes Effective Fall 2018  
Graduate

**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 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.

**I. COURSE CHANGES**

**(EDDE) EDUCATION OF THE DEAF AND HARD OF HEARING**

**ITEM 21: REVISE COURSE TITLE AND DESCRIPTION**

**21-A EDDE 425 Foundations of Deaf Education (3)**

Critical look at trends, issues, demographics, and social justice-oriented practices in the bilingual education of Deaf students from diverse communities. Historical, legal, medical, and social contexts impacting the placement, services, and instruction of Deaf students are analyzed and critiqued. Identity, politics, and oppression are examined. Discussion of social equity related to race, sex, gender, sexual orientation, dis/ability, and more.

Formerly: EDDE 425 Introduction to the Psychology and Education of the Deaf and Hard of Hearing (3)  
Primarily for those planning to work with the deaf and hard of hearing. Research related to psychology, social adjustment, communication methodology, language development, and education of the deaf and hard of hearing. Survey of literature. Visits to programs.

**Supporting Information**

Rationale: We have updated the course and would like the title and description to match the content. The course now contains social justice and bilingual education content—both critical to our mission of preparing teachers of the deaf. This change was prompted by two activities. We have transitioned the Deaf Education training program at UT from a comprehensive to bilingual program and are working to align course content. Additionally, we were preparing for an upcoming CED (Council on Education of the Deaf) 10-year review, and we found a need for revisions with this class. This change supports learning outcomes 2 and 5 for the SPED BS degree.

Impact on other units: Yes, this impacts Education of the Deaf and Hard of Hearing, Educational Interpreting, Audiology and Speech Pathology. This change updates the language of the course description to better reflect course content. This course is offered for both UG and Grad credit and will be presented at the UG CRC meeting in Sept 2017 as well.

Financial Impact: none. This course will be taught by existing faculty and requires no additional resources.

Additional documentation: This change supports learning outcomes 2 and 5 for the SPED BS degree. No additional approvals required. This is not a substantive change and does not need to be reported to SACSCOC.

**Item 21-A: Approved by CRC with noted revision(s)**

*The "Additional Documentation" section needs to include a note from Sherry Bell stating that this change is a joint effort coordinated by AUSB and TPTE. The statement should also acknowledge that the AUSB courses are housed within the department of TPTE.*

**(ELED) ELEMENTARY EDUCATION**

**ITEM 22: DROP - TABLED**

**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: Tabled**

*The GCRC tabled this item for the following reason(s): The "Additional Documentation" section needs to include a letter of support from CFS agreeing to the proposed change and this attachment should be referenced in this section; CFS did not submit a proposal to add this course to the catalog. The item was tabled to be reviewed in parallel with the CFS proposal at the next GCRC meeting.*

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

**ITEM 23: ADD**

**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 is 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 (RHCO)	Equivalent Courses Effective Fall 2018 Rehabilitation Counseling for the Deaf (RCDE)
521	521
522	522
523	523

#### Items 23-A – 23-C: Tabled

*These items were tabled by the GCRC for the following reason(s): EPC did not submit a proposal to drop the RHCO courses in the catalog. The items were tabled to be reviewed in parallel with the EPC proposal at the next GCRC meeting; In the "Additional Documentation" section, the Equivalency Table needs to include the subject prefix for both RHCO and RCDE courses.*

#### (TPTE) THEORY & PRACTICE IN TEACHER EDUCATION

#### ITEM 24: REVISE COURSE TITLE, DESCRIPTION, AND DROP (RE)PREREQUISITE(S), AND DROP REGISTRATION RESTRICTION(S)

##### 24-A TPTE 676 Curriculum Theory Seminar in Teacher Education: Curriculum and Pedagogy (3)

This course explores pedagogical approaches to the preparation of prospective teachers, and ongoing professional development for veteran teachers. Topics include traditions of teacher preparation, organizational structures, artifacts of teaching and learning, instructional strategies, and inquiry and reflection strategies in university classrooms and field settings in K-12 schools.

Formerly: TPTE 676 Curriculum Theory (3)

The focus is on influential curriculum theories and approaches, implications for structure and design of educational programs, the nature and function of theory, and theory building activities.

(RE) Prerequisite(s): 558.

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

### Supporting Information

Rationale: The existing TPTE 676 course titled "Curriculum Theory" is being revised to present a broader overview of teacher education in institutions of higher education (IHE). The revised TPTE 676 course titled "Seminar in Teacher Education: Curriculum and Pedagogy" includes some curriculum theory but also encompasses additional, broader themes in teacher education in IHE. This course is being revised to address a perceived gap that exists in the current doctoral program for training future teacher educators. It was determined the change was needed; no doctoral seminar specific to the Teacher Education concentration in TPTE currently exists. In addition, doctoral faculty expressed concerns that no coursework for training future teacher educators in IHE was currently provided. Also, TPTE doctoral students were surveyed and expressed a desire for more program cohesion and collaboration as a cohort. Doctoral faculty agreed that such a specific seminar was needed, and that the seminar would help to provide necessary training, more program cohesion, and opportunities for cohort collaboration in the Teacher Education concentration. The change is not connected to a formal SACs assessment.

Impact on other units: The proposed change does not affect any other programs or course offerings. This course is required for doctoral students in the Teacher Education PhD concentration in TPTE. The previous version of this course listed a prerequisite course that is no longer being offered in the department (TPTE 558). The new course is not a prerequisite or co-requisite for other courses and is not cross listed in other programs.

Financial impact: No change on departmental budget. The course will be offered once per academic year. This course will be taught by existing faculty; no financial impact.

Additional documentation: Learner outcomes for doctoral students in the Teacher Education concentration will be improved. 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 document with course syllabus.

### *Item 24-A: Approved by CRC with noted revision(s)*

*The GCRC revised the item title to include "drop registration restrictions"; revised course title – the course title provided was the same as the current catalog listing, "TPTE 676 Curriculum Theory (3)". The course title was revised and now reads as, "TPTE 676 Seminar in Teacher Education: Curriculum and Pedagogy (3)".*

## II. PROGRAM CHANGES

### ITEM 25: ADD GRADUATE CERTIFICATE – REHABILITATION COUNSELING FOR THE DEAF

In the 2018-2019 Graduate Catalog, add description text and requirements for the new graduate certificate – Rehabilitation Counseling for the Deaf, 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

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

**Program contact: Dr. David Smith, PhD, dsmit147@utk.edu**

### 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.

#### **Item 25: Denied**

*The GCRC denied this item for the following reason(s):*

- The information provided in the proposal needs to be cleaned up.*
- In the paragraph located under required courses, remove the second sentence of the paragraph - "In that semester, students will be required to be present at the Knoxville campus for individualized instruction in counseling skill for approximately one week."*
- In the third sentence of this paragraph, revise the concentration title – the concentration currently listed, "Counseling Major, (MS), Rehabilitation Counseling concentration" is being dropped.*
- In the last sentence of this paragraph, the description text, "...the concentration will be offered periodically..." needs to be revised as concentrations cannot be offered periodically.*
  - The department needs to make sure that the thinking on this program is consistent with the University's approach. The University does not use curriculum for offering programs when we want.*
- Following the paragraph under required courses, the GCRC suggests replacing the following text, "Program contact: Dr. David Smith, PhD, dsmit147@utk.edu" with a statement containing the following language, "Program contact information can be found on the program website..." and reference where the information is located.*
  - The University is moving towards a more generic catalog to limit the number of program revisions needed for minor changes such as changes in faculty, etc.*
- Committee expressed concern as to whether or not the statements on funding coming to the department were relevant or not.*

#### **ITEM 26: REVISE THE THEORY & PRACTICE IN TEACHER EDUCATION PROGRAM INFORMATION PAGE- REMOVE**

URL: [http://catalog.utk.edu/preview\\_entity.php?catoid=23&ent\\_oid=2416&returnto=2834](http://catalog.utk.edu/preview_entity.php?catoid=23&ent_oid=2416&returnto=2834)

In the 2018-2019 Graduate Catalog, revise the majors and certificate programs list for Theory & Practice in Teacher Education, as follows:

#### **FROM:**

Teacher Education	MS
Non-Licensure Track 1 (does not result in a teaching license)-	
Art education concentration	
Cultural studies of educational foundations concentration	
Education of the deaf and hard of hearing concentration	
Elementary education concentration	
English education concentration	
Literacy education concentration	
Mathematics education concentration	

Science education concentration  
 Science education (informal education) concentration  
 Science, technology, engineering, and mathematics concentration  
 Social science education concentration  
 Special education concentration  
 Teaching and learning concentration  
 World Language/ESL education concentration

Licensure Track 2 (for individuals seeking an initial teaching license)  
 Art education concentration  
 Education of the deaf and hard of hearing concentration  
 Elementary teaching concentration  
 English as a second language education concentration  
 Mathematics grades 6-8 teaching concentration  
 Secondary teaching concentration  
 Science grades 6-8 teaching concentration  
 Special education concentration  
 World language education concentration

Graduate Certificate Programs  
 Cultural Studies in Education  
 Urban Education

#### TO:

Teacher Education MS

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

Licensure Track 2 (for individuals seeking an initial teaching license)  
 Art education concentration  
 Education of the deaf and hard of hearing concentration  
 Elementary teaching concentration  
 English as a second language education concentration  
 Mathematics grades 6-8 teaching concentration  
 Secondary teaching concentration  
 Science grades 6-8 teaching concentration  
 Special education concentration  
 World language education concentration

Graduate Certificate Programs  
 Cultural Studies in Education  
 Urban Education  
Rehabilitation Counseling for the Deaf

Additional Endorsements  
Early Childhood Special Education  
 Gifted Education  
Reading Education

#### Supporting Information

Rationale: No curricular changes are being made other than name and home department. 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 (RCHO)—

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: 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. We have included the additional endorsements here to provide a full list of what the department offers and to make the information more easily found by interested/potential students.

**Item 26: Removed**

*The GCRC removed this item from the TPTE curricular proposal as this is not considered to be a curricular change. Changes to program listings on departmental information pages are made automatically by the Graduate School and do not need to go through the Curricular Submission process. Changes to department information pages (where you will find the faculty and program listings) can be made at any time throughout the year by sending an email to Kayla Whitt.*