

**Graduate Curriculum Committee Report
Law Library, 4th Floor, Rare Books Room
Thursday, August 23, 2012**

Members present: Chad Autry (for Russell Crook), David Bemis, Eric Boder, Alexandra Brewer, Ralph Brockett, Daniel Feller, Leslee Fisher, Thomas Haddox, Sibyl Marshall, Rebecca Prosser, Marlys Staudt, Dixie Thompson, Kay Reed, Catherine Cox and Cheryl Norris.

Sibyl Marshall called the meeting to order at 3:45 p.m. Sibyl welcomed the new members and explained the process of the Curriculum Committee.

The following colleges submitted curriculum proposals:

The College of Arts and Sciences

- Request to rescind proposal for new MFA degree, English Major for fall 2012 effective date. The Department of English requests to rescind the proposal to add the new MFA degree for 2012, as they were unable to meet the deadline for THEC's July meeting. They will resubmit the proposal this year for effective admission date of fall 2013.

The College of Education, Health, and Human Sciences

- Drop 5 courses
- Add 5 courses
- Revise 1 course
- Add new certificate – Cultural Studies in Education

All items were approved as presented and are recommended to Graduate Counsel for approval.

The next meeting is October 18, 2012. The meeting was adjourned at 4:20p.m.

Thursday August 23, 2012 3:45p.m.	Graduate Curriculum Committee Meeting	Law Library 4th Floor Rare Books Room
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AGENDA

College of Arts and Sciences

College of Education, Health, and Human Sciences

◆ **Identifies certificate being added.**

COLLEGE OF ARTS AND SCIENCES

DEPARTMENT OF ENGLISH

► RESCIND PROPOSAL FOR THE MFA DEGREE, ENGLISH MAJOR – EFFECTIVE FALL 2012

The Department of English requests to rescind the proposal to add the MFA degree with a major in English for effective term fall 2012. We were unable to meet the THEC deadline for their July meeting to make the MFA effective fall 2012. We will resubmit our proposal this year for effective term fall 2013.

By rescinding the proposal to add the MFA degree with a major in English, the Master's program with writing concentration listed in the 2011-12 Graduate Catalog is reinstated for the 2012-13 Graduate Catalog, and the creative writing project option remains available for MA students in the writing concentration. The elimination of the writing concentration and the creative writing project option can only take place in concert with the creation of the MFA degree.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All changes effective Fall 2013

I. COURSE CHANGES

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

(EDAM) Educational Administration

DROP

EDAM 618 Advanced Qualitative Research in Educational Leadership (3)

SUPPORTING INFORMATION Rationale: This course, while being dropped from the EDAM listing, will be added to the departmental ELPS prefix instead. Impact on other units: None. Prefix change only. Financial Impact: None. Advanced Qualitative Research in Educational Leadership will be taught under ELPS 618 instead.

DROP PRIMARY CROSS-LISTED COURSES

EDAM 615 Research Design (3)

Cross-listed (Same as HEAM 615.)

SUPPORTING INFORMATION Rationale: EDAM 615 and HEAM 615 are currently cross-listed. Courses are being combined into one prefix: ELPS 615 (dropping the cross-listing). Impact on other units: None. Financial Impact: None.

EDAM 617 Case Study Methods in Educational Research (3)

Cross-listed (Same as HEAM 617.)

SUPPORTING INFORMATION Rationale: EDAM 617 and HEAM 617 are currently cross-listed. Courses are being combined into one prefix: ELPS 617 (dropping the cross-listing). Impact on other units: None. Prefix change only. Financial Impact: None.

(ELPS) Educational Leadership and Policy Studies

ADD

ELPS 615 Research Design (3) The foundations of designing, conducting, and evaluating quantitative, qualitative, and mixed-methods research and the philosophical assumptions underlying these approaches. Topics covered include: identifying a research problem, reviewing the literature, specifying a purpose, writing research questions and hypotheses, and collecting and analyzing data.

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

SUPPORTING INFORMATION Rationale: Formerly offered as a cross-listed course, it is now combined into one prefix: ELPS 615 (no longer cross-listed). Impact on other units: None. Financial Impact: None. Research Design was formerly taught as EDAM/HEAM 615.

ELPS 617 Case Study Methods in Educational Research (3) Methods, techniques and strategies consistent with case study approaches to inquiry in educational and related settings.

(RE) Prerequisite(s): 615.

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

SUPPORTING INFORMATION Rationale: Formerly cross-listed, these courses are being combined into one prefix: ELPS 617, (dropping the cross-listing). Impact on other units: None. Financial Impact: None. Case Student Methods in Educational Research has been taught as EDAM/HEAM 617.

ELPS 618 Advanced Qualitative Research in Educational Leadership (3) This qualitative methods seminar explores critical issues in qualitative research at an advanced level. Students explore more fully the areas of interviewing, thematic analysis, the use of theory and theoretical frameworks in qualitative research, and issues of methodological defensibility and analytical rigor (validity and reliability) in qualitative research.

(RE) Prerequisite(s): 615 or Cultural Studies in Education (CSE) 560.

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

SUPPORTING INFORMATION Rationale: Prefix change only, Formerly taught as EDAM 618. Impact on other units: None. Financial Impact: None.

(HEAM) Higher Education Administration

DROP SECONDARY CROSS-LISTED COURSES

HEAM 615 Research Design (3) Cross-listed (See EDAM 615.)

HEAM 617 Case Study Methods in Educational Research (3) Cross-listed (See EDAM 617.)

SUPPORTING INFORMATION Rationale: Formerly secondary cross-listed courses. Courses are being combined into new courses. EDAM/HEAM 615 will become ELPS 615 and EDAM/HEAM 617 will become ELPS 617, (dropping the cross-listing). Impact on other units: None. Financial Impact: None.

Equivalency Table:

Current Courses	Equivalent Courses Fall 2013
EDAM 615 HEAM 615	ELPS 615
EDAM 617 HEAM 617	ELPS 617
EDAM 618	ELPS 618

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

(CSE) Cultural Studies in Education

REVISE TITLE

CSE 526 Philosophy of Education: Theory Writing (3)

Formerly: Philosophy of Education

SUPPORTING INFORMATION: Rationale: The title change will more accurately reflect the course as it is now taught and should help to draw students from a variety of fields of study into the course. Will help our students learn how to read, write, and critique theoretical arguments. Because the course counts as a research course and is also listed as an elective for the qualitative research certificate, the title change was requested to make the subject matter clearer to faculty and students in the college. Inasmuch as the title change does not involve the addition of a course or change in any faculty member's teaching load, there is no financial impact of the change.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

(FLED) Foreign Language/ESL Education

ADD

FLED 586 Foundations of Bilingual Education: Language, Culture, and Politics (3) Examines the sociopolitical nature of language and culture, and focuses on critical understanding of intricate power relationships among race, ethnicity, identity, and social class and their impact on education of language minorities in the U.S.

SUPPORTING INFORMATION Rationale: The course will meet the following curricular needs: It is a necessary topic for all pre-service teachers who will be teaching English Language Learners (ELLs) in their mainstream classrooms. It will be a foundational course for all education major students who need to understand issues related to second language acquisition and its impact on for ELLs' content learning and to able to modify instructions for ELLs. Course will also discuss ways to differentiate instruction to meet CLD students' linguistic needs. Upon completion of the course, participants will have pedagogical understanding in working with ELLs and be able to deliver differentiated instructions in their own content areas to help them become successful learners. Course format and location: Traditional on-campus format. Impact on other units: No impact on other units. Financial impact: no financial impact because the cause has been taught for several years as a special topics by the same faculty as part of load.

FLED 596 Teaching ELLs in the Mainstream Classroom (3) Focuses on understanding and meeting the needs of English Language Learners (ELLs) in the mainstream classes. Course participants will learn and practice instructional strategies that specifically address ELLs' academic needs. Offered to all education major students.

SUPPORTING INFORMATION Rationale: The ELL population is exponentially growing in public schools across the nation. Pre-service teachers need to understand and learn how to address their academic needs. This course is designed to provide pre-service teachers with a sound understanding of second language acquisition and the theoretical frameworks that guide learning and instructional models for ELLs. The course will benefit all pre-service teachers who will be most likely teaching ELLs, but not likely be prepared to accommodate them. The course will meet the following curricular needs: It is a necessary topic for all pre-service teachers who will be teaching ELLs in their mainstream classrooms. Will be a foundational course for all education major students who need to understand issues related to second language acquisition and its impact on ELLs' content learning and to able to modify instructions for ELLs. Course will also discuss ways to differentiate instruction to meet CLD students' linguistic needs. Upon completion of course, participants will have pedagogical understanding in working with ELLs and be able to deliver differentiated instructions in their own content as to help them become successful learners. Course format and location: Traditional on-campus format. Impact on other units: None. Financial impact: None. Taught by existing faculty as part of load.

II. PROGRAM CHANGES

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

◆ ADD CERTIFICATE - CULTURAL STUDIES IN EDUCATION

In the 2013-2014 *Graduate Catalog*, add heading, text, and requirements for new certificate.

Cultural Studies in Education Graduate Certificate

The 15-hour graduate certificate in cultural studies in education is intended for currently admitted graduate students seeking to develop skills necessary when working with diverse populations, especially targeted, minority populations. Students currently enrolled in many of the graduate programs on our campus are seeking to understand their different fields of study through a cultural studies lens. A certificate in cultural studies in education will offer students a way to bundle the courses they are already taking so that they can present to future employers their skills in a way that is easily recognized. This certificate will also further prepare students to be able to apply a cultural studies focus to the work they do in their various fields of study. Certificate candidates must currently be admitted to a graduate program at the university or hold a terminal degree and be admitted to the graduate school in the certificate. All 15 hours of coursework must be completed at the University of Tennessee within five years of applying for a certificate. A 3.5 GPA must be earned in all certificate courses. All courses must be selected from the list below.

Requirements

- CSE 591.
- At least one of the following: CSE 550, CFS 592.
- At least two of the following: CSE 539, CSE 545, CSE 548, CSE 549, CSE 607, CSE 609, CSE 639, EDPY 573, RCHO 538, RCHO 591, SPST 515, SPST 542, SPST 543, TPTE 517.
- An additional 3-hour course can be taken from either of the above lists.

SUPPORTING INFORMATION Rationale: Faculty in Cultural Studies currently offer most of the courses required to obtain this certificate. Other courses listed as options are currently offered by faculty in other programs in the College of Education, Health, and Human Sciences. No new courses are being proposed for inclusion in certificate requirements. Financial impact: No financial impact. Impact on other academic units: All graduate departments within the Graduate School of Education have been contacted and invited to submit additional courses to include in the certificate.

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

REVISE TEXT AND HEADING - TEACHER EDUCATION MAJOR, MS, TRACK 2: INITIAL LICENSURE PROGRAMS

In the 2012-2013 *Graduate Catalog*, revise the following two items under Track 2: Initial Licensure Programs:

1. under the heading Additional Course Requirements - remove current text and replace as shown below.
2. Revise name of heading Professional Year Courses to Professional Year Teacher Licensure Common Courses (text remains the same).

Additional Course Requirements (12 hours)

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

Professional Year Teacher Licensure Common Courses (24 hours/credits)

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

SUPPORTING INFORMATION Rationale: This change is to correct and clarify erroneous information in the catalog. Impact on other units: none. Financial impact: none.