

**Graduate Curriculum Committee Report
405 Student Services Building
Thursday, April 6, 2017**

Members present: Botzakis, S., Ekici, K., Fleming-May, R., Fuller, R. (Chair), Jackson, R., Marshall, S.

Also in attendance:

Representatives from the College of Education, Health, and Human Sciences: Fairbrother, J., Mertz, N., Derrington, M.

Chair of Graduate Council: M. Roman

Dean of the Graduate School: D. Thompson

Graduate Curriculum Coordinator: C. Cox

Robert Fuller called the meeting to order at 3:45 p.m.

We have one submission to review from the College of Education, Health, and Human Sciences

- Add new major and degree: Educational Leadership major, Doctor of Education (EdD) degree.
- Revise admissions requirements for College Student Personnel major, MS.
- Drop concentration: Rehabilitation Counseling for the Counseling Major, MS.
- Revise college catalog description to remove references to dropped concentration.

Dr. Norma Mertz presented her proposal for a new major and degree: Educational Leadership for the Ed.D.

Dr. Mertz communicated that both THEC and Mary Albrecht (SACSCOC) agreed that this proposal is not a substantive change but a modification to an existing PhD program. As this has been determined a modification, it requires no site visit from THEC. However, external reviewers are required.

Dr. Mertz clarified that the degree is a Doctor of Education.

There were concerns that important program text was not included in the curriculum proposal, such as admission requirements, thesis committee and defense, thesis course number, comp exam, and residence requirement. This information was included in the *Letter of Intent* to THEC but not in the curriculum proposal.

After discussion, there was agreement to table the EdD proposal.

The Curriculum Committee requested a rewrite of the proposal to include the above catalog text recommendations. Dr. Mertz will send a rewrite of the proposal to Catherine Cox to include and add to the Agenda of the next scheduled Curriculum Committee meeting (August 2017).

Robert thanked the Committee for their work this year. Dr. Thompson also acknowledged the work of the Curriculum Committee and the important function they have.

All items (except the tabled EdD proposal) were approved as presented and are recommended to Graduate Council for approval.

The meeting adjourned at 4:40.

Respectfully submitted,
Catherine Cox, Graduate Curriculum Coordinator

Thursday April 6, 2017 3:45 P.M.	Graduate Curriculum Committee Meeting	Student Services Building, Room 405
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AGENDA

College of Education, Health, and Human Sciences

✚ Indicates new majors / degrees / certificates being added / dropped.

► Indicates concentration being dropped / added.

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All Changes Effective Fall 2018

DEPARTMENT OF EDUCATIONAL LEADERSHIP AND POLICY STUDIES

SACS Learner Outcomes

Students will be able to:

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)

II. PROGRAM CHANGES

ADD MAJOR AND DEGREE ~~PROPOSAL TABLED – DEPARTMENT WILL REWRITE THE PROPOSAL AND RESUBMIT~~

~~+~~ Educational Leadership Major, Doctor of Education (EdD) (PENDING THEC APPROVAL)

In the 2018-2019 Graduate Catalog, insert text and requirements for the Educational Leadership major, EdD.

Educational Leadership Major – Doctor of Education (EdD) degree*

**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.*

The Department of Educational Leadership and Policy Studies offers a Doctor of Education (EdD) degree in Educational Leadership. 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 one time a month, occasional face to face courses, and online and hybrid courses.

Educational Leadership, EdD, Requirements

Educational Leadership Core	(9 credit hours)
EDAM 610 Advanced Seminar in Administrative Theory	
EDAM 670 Values and Ethics in Educational Leadership	
EDAM 680 Administration of Complex Organization	
Educational Leadership Foundations	(9 credit hours)
ELPS 695 History and Philosophy of Education	
ELPS 695 Comparative Studies in Global Leadership	
EDAM 629 Seminar in Policy Issues in Education	
Research Foundation	(9 credit hours)
ELPS 615 Research Design	
EDPY 577 Statistics in Applied Fields	
ELPS 695 Qualitative Research Design and Methods	
Specialization	(21 credit hours)
EDAM 629 Policy Analysis	
EDAM 630 Politics of Education	
EDAM 631 Educational Change Management	
EDAM 632 School District Leadership	
EDAM 646 Personnel Administration	
EDAM 650 Legal Issues in Education	
— Elective	
Doctoral Thesis	(12 credit hours)
Total:	60 credit hours

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 (Bass & Avolio, 1994; Carengie Foundation, 2012; DeMatthews & Mawhinney, 2014; DuFour & Marzano, 2011; Hanny, Jaafar & Earl, 2013). 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 its 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 UTK's 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."

*This program is pending approval from the Tennessee Higher Education Commission. 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. We've also received approval from Katie High's office and from Provost Zomchick.

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. The courses to be included in the program already exist and been approved by the University.

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.

Support from Assessment Activities: A couple of years ago, the department conducted an informal survey of students in the Leadership Academy, one of our principal preparation programs about whether they thought we should offer an advanced practitioner doctoral degree program. The following year we sent out a survey to principals in East Tennessee and to teachers who had participated in our online principal preparation program to ask them about their interest in a practitioner doctoral program. As there seemed to be interest in having such a program, we thought it prudent to commission a more formal, external needs assessment. As discussed in the Rationale, the department commissioned Kronley & Associates, a firm that had been widely used by other universities, including the University of Chattanooga, to assess the need for the program.

REVISE COLLEGE STUDENT PERSONNEL MAJOR, MS – ADMISSION REQUIREMENTS

In the 2018-2019 Graduate Catalog, under the Admission reading, revise the last two sentences (including the admission application date) as follows:

An online admission application must also be submitted to the Office of Graduate Admissions. All materials must be submitted by December 1.

Formerly:

An online admission application must also be submitted to the Office of Graduate Admissions. It is recommended that all materials be submitted by February 15.

Rationale: The admission deadline was changed to be more consistent with peer/aspirational programs. It also provides additional time for the admission committee to review applications and to allow admitted students time to purchase tickets for Interview Weekend (typically mid-February).
Impact on other units: None. **Financial impact:** None. **Support from Assessment Activities:** Review of aspirational and peer programs application deadlines.

DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

SACS Learner Outcomes

(RHCO) Rehabilitation Counseling

Learning objectives for the Counseling MS programs:

1. Students will demonstrate skills for individual counseling
2. Students will demonstrate skills for group counseling
3. Students will demonstrate an understanding of a theoretical orientation

Student Learning Objectives for the Rehabilitation Counseling Deafness Rehabilitation Certificate:

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

► DROP CONCENTRATION – COUNSELING MAJOR, MS

Rehabilitation Counseling concentration

In the 2018-2019 Graduate Catalog, drop the rehabilitation counseling concentration for the Counseling major (MS) and remove all description text of concentration from catalog.

Rationale: The Rehabilitation Counseling concentration of Counseling Major, (MS) cannot be supported and will no longer be offered. Impact on other programs: none. Financial impact: none, the concentration has already been closed.

Learning Outcomes Supported: None.

Support from Assessment Activities: Faculty recommendation from EPC, and EPC & CEHHS administrative review determined that the concentration is not viable, with decisions informed by recent negative review by the accreditation body of the concentration – the Council on Rehabilitation Education.

REMOVE LANGUAGE OF THE REHABILITATION COUNSELING ACCREDITATION CONCENTRATION FROM THE CEHHS CATALOG DESCRIPTION

In the 2018-2019 Graduate Catalog, remove the Rehabilitation Counseling Accreditation language from the college introductory text. Under the Accreditation heading, second paragraph, remove the following wording from the paragraph.

... Rehabilitation Counseling by the Council on Rehabilitation Education;

Rationale: The Rehabilitation Counseling concentration of the Counseling Major (MS) is being dropped. Impact on other programs: none. Financial impact: none, the concentration has already been closed. Learning Outcomes Supported: None.

Support from Assessment Activities: The Rehabilitation Counseling concentration is being closed and thus the language in the graduate catalog referring to the concentration must be removed/deleted.