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Graduate Council, "Curriculum Committee Report - August 22, 2013" (2013). *Curriculum Committee Reports*.
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**Graduate Curriculum Committee Report
Black Cultural Center, Multipurpose Room
Thursday, August 22, 2013**

Members present: Eric Boder, (Chair), David Bemis, Hans Desmidt, Leslee Fisher, Robert Fuller, Sibyl Marshall, Andreas Nebenfuehr, Peggy Pierce, Damien Pitts, Avigail Sachs, Matthew Theriot, Christian Vossler, and Candace White.

Also in attendance:

Representatives from colleges: Dixie Thompson

Chair of Graduate Council: Don Hodges

Dean of the Graduate School: Carolyn Hodges

Catherine Cox, Graduate Curriculum Coordinator and Cheryl Norris, Undergraduate Curriculum Coordinator

Eric Boder called the meeting to order at 3:45 p.m. Eric introduced himself and welcomed the new members.

The following colleges submitted curriculum proposals:

College of Education, Health, and Human Sciences

- Add 4 new 400-level courses for graduate credit.
- Drop participation in the Intercollegiate/Interdisciplinary Gerontology Minor and the Gerontology Certificate.

College of Nursing

- Revise one course.
- Drop the Intercollegiate/Interdisciplinary Gerontology Minor.
- Drop participation in the Intercollegiate/Interdisciplinary Gerontology Certificate.

College of Social Work

- Program changes: revise Gerontology Certificate.
- Drop participation in the Intercollegiate/Interdisciplinary Gerontology Minor.

Bredesen Center for Interdisciplinary Research and Graduate Education

- Program revision – *proposal to revise, not approved*. Sent back to Center for clarification.

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Dr. Hodges reminded the faculty that 400-level courses are undergraduate courses and that a distinction should be made between what is required for undergraduate and graduate work/credit – especially with the SACS expectations, SLO's, and upcoming accreditation review.

Bredesen Center for Interdisciplinary Research and Graduate Education – there were questions concerning the revisions to the Qualifying Exam and the Comprehensive Exam. The Curriculum Committee was not comfortable to vote to approve as presented. The Committee requested the proposal be sent back for rationale statements and to have a representative at the next meeting to answer questions.

Candace White reminded the committee that we ended last year's meeting with questions concerning the format and significance of the Certificate Programs. It was mentioned that the Academic Policy Committee has Graduate Certificates on their Agenda to review this year.

All items (except the proposal from the Bredesen Center for Interdisciplinary Research and Graduate Education) were approved as presented and are recommended to Graduate Council for approval.

The next meeting is October 10, 2013. Sybil Marshall will chair the next meeting as Eric will be out of town.

Thursday August 22, 2013 3:45 – 5:00	Graduate Curriculum Committee Meeting	Black Cultural Center, Multipurpose Room
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AGENDA

College of Education, Health, and Human Sciences

College of Nursing

College of Social Work

- **Identifies minors being dropped**

COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All items effective Fall 2014

I. COURSE CHANGES

DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

(MEDU) Math Education

ADD NEW 400-LEVEL COURSES FOR GRADUATE CREDIT

MEDU 445 Teaching Algebra in the Middle Grades (3) Examines the algebraic content and teaching strategies associated with the teaching of algebra in the middle grades; the study of how adolescents learn algebra, various representations for algebraic concepts, and strategies to support the development of mathematical habits of mind that are essential for success in more advanced mathematics courses.

Registration Restriction(s): Admission to Teacher Education or consent of instructor.

MEDU 446 Teaching Geometry in the Middle Grades (3) Examines the geometric content and teaching strategies associated with the teaching of geometry in the middle grades; the study of how adolescents learn geometry, geometric transformations, informal proof and reasoning, and strategies to support the development of mathematical habits of mind that are essential for success in more advanced mathematics courses.

Registration Restriction(s): Admission to Teacher Education or consent of instructor.

SUPPORTING INFORMATION Rationale: The state of Tennessee has issued a new teaching license certification area, STEM 5-9, for middle grades teachers. The rationale for this new certification is to produce middle grades teachers who not only understand the pedagogical needs of adolescents, but also have the content knowledge required to teach in STEM fields. While students will earn an undergraduate degree in Arts and Sciences, it is important that they also understand appropriate teaching strategies for adolescents. In the push to teach Algebra 1 in the middle grades, geometry is often overlooked in the middle grades, yet, a good foundation in geometry in the middle grades will help students be successful in high school. However, students in the middle grades require teaching methods that are different than the methods used in the high school. Therefore, this course will expose teachers to ways to integrate geometry throughout their middle school curriculum and provide appropriate strategies for teaching geometry in the middle grades.

Impact on other units: This course will be taken after admission to the teacher education program minor. It is intended to link mathematical content, knowledge of how adolescents learn, various representations for geometric concepts, and strategies to support the development of mathematical habits of mind that are essential for success in more advanced mathematics courses.

Format and location: This 3-hour lecture format course will be taken after admission to the teacher education program. Letter grades will be given.

Financial Impact: Currently, TPTE is shifting faculty from its elementary program to the middle grades where the need for STEM teachers is crucial. In addition, the Track 2 initial licensure program has been replaced by the VolsTeach program which is housed in Arts & Sciences. The replacement of the Track 2 initial licensure graduate program will reduce number of sections of courses for the professional internship year, allowing for faculty to teach these new courses. Therefore, current faculty can handle the anticipated number of students. Replacement of the Track 2 program also forces us to consider current course offerings for a different population of graduate students in mathematics education. Listing this course as at the 400 level will also enable graduate students who are seeking a masters or alternate certification to enroll in the course, thus serving a dual purpose and allowing for efficient use of faculty.

(SCED) Science Education

ADD NEW 400-LEVEL COURSES FOR GRADUATE CREDIT

SCED 445 Teaching Physical/Earth Science in the Middle Grades (3) examines the physical science and earth science content and teaching strategies associated with the teaching of those topics in the middle grades; the study of how adolescents learn physical science and earth science; typical misconceptions associated with physical and earth science; and strategies to support the development of scientific habits of mind that are essential for success in more advanced science courses.

Registration Restriction(s): Admission to Teacher Education or consent of instructor.

SCED 446 Teaching Life Science in the Middle Grades (3) Examines the life science content and teaching strategies associated with the teaching of life science in the middle grades; the study of common misconceptions associated with life science topics such as heredity, life processes, and biological change; and strategies to support the development of scientific habits of mind that are essential for success in more advanced science courses.

Registration Restriction(s): Admission to Teacher Education or consent of instructor.

SUPPORTING INFORMATION Rationale: The state of Tennessee has issued a new teaching license certification area, STEM 5-9, for middle grades teachers. The rationale for this new certification is to produce middle grades teachers who not only understand the pedagogical needs of adolescents, but also have the content knowledge required to teach in STEM fields. While students will earn an undergraduate degree in Arts and Sciences, it is important that they also understand appropriate teaching strategies for adolescents. Students in the middle grades require teaching methods that are different than the methods used in the high school. Therefore, this course will expose teachers to ways to support students in their understanding of life science (biology-related) topics throughout their middle school curriculum and provide appropriate strategies for teaching life science in the middle grades.

Impact on other units: This course will be taken after admission to the teacher education program minor. It is intended to link science content, knowledge of how adolescents learn, various misconceptions related to life science, and strategies to support the development of scientific habits of mind that are essential for success in more advanced science courses.

Format and location: This 3-hour lecture format course will be taken after admission to the teacher education program. Letter grades will be given.

Financial Impact: Currently, TPTE is shifting faculty from its elementary program to the middle grades where the need for STEM teachers is crucial. In addition, the Track 2 initial licensure program has been replaced by the VolsTeach program which is housed in Arts & Sciences. The replacement of the Track 2 initial licensure graduate program will reduce number of sections of courses for the professional internship year, allowing for faculty to teach these new courses. Therefore, current faculty can handle the anticipated number of students. Replacement of the Track 2 program also forces us to consider current course offerings for a different population of graduate students in science education. Listing this course as at the 400 level will also enable graduate students who are seeking a masters or alternate certification to enroll in the course, thus serving a dual purpose and allowing for efficient use of faculty.

II. PROGRAM CHANGES

DROP PARTICIPATION IN THE INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR

In the 2013-2014 *Graduate Catalog*, the College of Education, Health, and Human Sciences is in agreement to drop the Graduate Minor.

Supporting Information: Rationale: The College of Nursing informed us of their intent to drop the graduate minor in gerontology. Upon review for restructuring, we discovered that through the years our college has significantly reduced courses that are related to aging. We no longer have faculty with a strong research agenda in this field, and none of our departments have an interest in continued involvement. It is no longer practical for our college to be involved in the gerontology programs. Impact on other Units: This certificate program is currently an intercollegiate/interdisciplinary endeavor shared by the College of Nursing, the College of Social Work, and the College of Education, Health, and Human Sciences. All three colleges are submitting materials to drop the minor. Financial Impact: None.

DROP PARTICIPATION IN THE INTERCOLLEGIATE/INTERDISCIPLINARY CERTIFICATE IN GERONTOLOGY

In the 2013-2014 *Graduate Catalog*, remove text showing the College of Education, Health, and Human Sciences from the list of colleges participating in the Gerontology certificate.

Supporting Information: Rationale: The College of Nursing informed us of their intent to relinquish their participation in the graduate certificate in gerontology. Upon review for restructuring, we discovered that through the years our college has significantly reduced courses that are related to aging. We no longer have faculty with a strong research agenda in this field, and none of our departments have an interest in continued involvement. It is no longer practical for our college to be involved in the gerontology programs. Impact on other Units: This certificate program is currently an intercollegiate/interdisciplinary endeavor shared by the College of Nursing, the College of Social Work, and the College of Education, Health, and Human Sciences. Nursing and CEHHS are dropping their involvement with the certificate; however, the program will continue to be offered through the College of Social Work. Financial Impact: None.

COLLEGE OF NURSING

All changes effective Fall 2014

I COURSE CHANGES

(NURS) Nursing

REVISE TO DROP (RE) PREREQUISITE AND ADD (DE)COREQUISITE

NURS 605 Middle-Range Theoretical Formulations for Nursing Science Development (3)

(DE) Prerequisite(s): 601.

Formerly: (RE) Prerequisite(s): 601.

Rationale: Curriculum sequencing evaluation found that students needed to have completed 603 prior to enrolling in 608 Quantitative Research taken in Spring semester. N603 to be taken in Fall semester concurrent with N601 Philosophy of Science. Impact on other units: None. Financial impact: None.

II PROGRAM CHANGES

■ DROP INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR

In the 2014-15 *Graduate Catalog* drop the Intercollegiate/Interdisciplinary Gerontology Minor.

Rationale: The lack of student interest and inadequate resources make it impractical to continue to offer this minor. The three colleges involved – College of Nursing, College of Education, Health and Human Sciences, and College of Social Work – all support the minor being dropped.

DROP PARTICIPATION IN THE INTERCOLLEGIATE/INTERDISCIPLINARY CERTIFICATE IN GERONTOLOGY

In the 2014-15 *Graduate Catalog* remove the catalog text showing the College of Nursing as a participant in the Gerontology Certificate.

Rationale: We will no longer be an active participant in the Gerontology Graduate Certificate. The College of Social Work is retaining and revising the Gerontology Certificate.

COLLEGE OF SOCIAL WORK

All changes effective Fall 2014

II. PROGRAM CHANGES

REVISE GERONTOLOGY CERTIFICATE

In the 2014-15 *Graduate Catalog*, remove current text and requirements for the Gerontology Certificate and replace with the following.

Gerontology Certificate

The graduate certificate in gerontology is intended for those interested in working with and/or on behalf of older adults and their family members. The 21-hour certificate follows the guidelines of the Association of Gerontology in Higher Education and is offered under the purview of the College of Social Work. The completed "Gerontology Certificate Program Application" must be submitted and signed off by the chair of the Gerontology Certificate Program. Contact the chair of the Gerontology Certificate Program at the College of Social Work for assistance, 615-256-1885.

Requirements	Hours Credit
Nine (9) hours covering the focus areas of the interdisciplinary field of gerontology.	
All required courses are available online.	
SOWK 555 – Psychological Development & Mental Health in Later Life	3
SOWK 566 – Social and Cultural Aspects of Aging	3
SOWK 572 – Evidence-based Practice with Older Adults	3
Electives	6
Internship or practicum	6

Rationale: No longer an interdisciplinary certificate program. The College of Social Work will assume sole leadership for this certificate.

DROP PARTICIPATION IN THE INTERCOLLEGIATE/INTERDISCIPLINARY GERONTOLOGY MINOR

In the 2014-15 *Graduate Catalog*, the College of Social Work is in agreement to drop the Graduate Minor.

Rationale: The lack of student interest and inadequate resources make it impractical to continue to offer this minor. The three colleges involved – College of Social Work, College of Nursing, and College of Education, Health and Human Sciences – all support the minor being dropped.