

DATE: July 24, 2008

SUBJECT: The University of Tennessee, Knoxville, Ph.D. in Child and Family Studies

ACTION RECOMMENDED: Approval

BACKGROUND INFORMATION: The curricular independence of Child and Family Studies as a concentration under the Ph.D. in Health and Human Sciences has evolved over a number of years, and the College of Education, Health, and Human Sciences is now proposing that Child and Family Studies stand alone as a Ph.D. degree major. The configurations and names of departments and the programs they sponsor have, like the scope and name of the college itself, changed in response to need and demand over a period of years. The presently proposed free-standing degree program likewise comes in response to changing demands of the field and its market.

As a concentration, Child and Family Studies produces 4 graduates per year, with that number expected to increase to 6-7 by 2014. The increase in the number of graduates is projected as need increases for professionals equipped to prepare leaders and scholars for positions in government, private agencies, research, and as faculty in higher education. The current program is supported by 13 FTE faculty and no additional faculty are required.

PROPOSED START-UP DATE: Fall 2008

Commission staff reviewed this program proposal according to the academic standards adopted by the Commission on January 29, 1997. Each relevant standard is referenced below.

1.1.20A MISSION: The external consultant found the proposal to be in accord with the primary mission of doctoral education in this field. In the proposed program, two themes represent research in the discipline: the study of child development and the study of children, youth, and families at risk.

1.1.20B CURRICULUM: The program requires completion of a curriculum of 92 semester hours beyond the bachelor's degree. The curriculum requires completion of core courses, a specialization, cognate hours, and the dissertation. The consultant found the curriculum to include both depth in the major field and research tools necessary for conducting substantive research.

1.1.20C ACADEMIC STANDARDS: Academic standards take into account a variety of measures, including GRE scores. A minimum score of 1000 is required. Student progress in the program will be measured by annual evaluations, progression examinations, and maintenance of a GPA of 3.0. Annual evaluations include publications of research.

Projected Program Productivity: Projections are based on historical enrollments in the concentration.

Year	Fall Full-time Headcount	Fall Part-time Headcount	FTE	Graduates
1	15	5	20	4
2	18	5	23	5
3	20	5	25	6
4	22	5	27	6
5	25	5	30	7

1.1.20D FACULTY: The consultant found the existing 13 FTE faculty sufficient to support the program.

1.1.20E LIBRARY REOURCES: Library resources are adequate, as the program has been offered for some time as a doctoral concentration.

1.1.20F ADMINISTRATION/ORGANIZATION: The program will continue to be administered by the Department of Child and Family Studies in the College of Education, Health, and Human Sciences

1.1.20G SUPPORT RESOURCES: Support resources include the Early Learning Center and a Center for Parenting, both on campus.

1.1.20H STUDENT/EMPLOYER DEMANDS: Student demand for doctoral study in this area is high nationally and needs analysis indicates that supply of doctorally-prepared professionals will not exceed demand. The consultant offered the opinion that renaming the program as Child and Family Studies from Health and Human Sciences will improve program visibility and recruitment. With a number of human sciences/family and consumer sciences baccalaureate and master's programs at other institutions in Tennessee, there is a need for doctorally prepared faculty to staff those programs.

1.1.20I COOPERATIVE INSTITUTIONS: N/A

1.1.2J EVALUATION: Program reviews of the Department on a 10-year cycle include careful evaluation of the graduate programs by both internal and external reviewers. The scholarly productivity of the faculty in CFS was noted in the last review conducted in 2005. Benchmarks for successful implementation include: quality of students admitted, size of doctoral cohort, publication of research by doctoral students, level of external support for doctoral students, placement of graduates, and scholarly record of doctoral faculty. In addition, the Department will follow graduates and determine their records of scholarly accomplishments during the first five years after they graduate.

1.1.2K EQUIPMENT AND FACILITIES: Existing facilities and equipment are adequate to support the program.

1.1.2L DUPLICATION: The University of Memphis and Tennessee Technological University offer a concentration in early childhood education within a doctoral program. East Tennessee State University is proposing the establishment of a Ph.D. in Early Childhood Education. This program will be associated with the ETSU Center of Excellence in Early Childhood Learning and Development and will build on existing bachelors and masters programs in Early Childhood Development. The productivity projected by the two programs is not likely to exceed employment demand for doctoral personnel as faculty, researchers, and agency administration.

1.1.20M EXTERNAL JUDGMENT: Dr. Billie J. Collier, Dean, College of Human Sciences and Professor, Textiles and Consumer Sciences, Florida State University, conducted a site visit and proposal evaluation. She noted that doctoral study in CFS has been of long standing and is nationally recognized. The program was strengthened over the last few years by appointments of faculty with expertise that complemented the existing areas of study in the Department and brought enhanced scholarly productivity. The program as proposed would emphasize such scholarly endeavors and couple them with engagement in research throughout each student's doctoral study.

1.1.20N COST/BENEFIT/SOURCE: The University has prepared a budget analysis documenting expenditures for program personnel and operating and anticipated revenues from tuition, fees, and external resources. Converting the concentration to an independent degree program will not create new recurring costs and revenue is expected to be sufficient for continued program operation. The only one-time expenditure associated with the proposed action is the nominal cost for consultant evaluation of the proposal and site visit.

1.1.30 POST APPROVAL MONITORING: An annual performance review of the proposed program will be conducted for the first five years following approval. The review will be based on benchmarks established in the approved program proposal. At the end of this period, campus, governing board, and Commission staff will perform a summative evaluation. The benchmarks include, but are not limited to, enrollment and graduation, program cost, progress toward accreditation, library acquisitions, student performance, and others set by the institution and agreed upon by governing board and Commission staff. As a result of this evaluation, if benchmarks are not met during the monitoring period, the Commission may recommend that the governing board terminate the program. The Commission may choose to extend the period, if additional time is needed and requested by the governing board.