Graduate Council Minutes   Graduate Council

11-20-2014

Graduate Council Minutes - November 20, 2014

Graduate Council

Follow this and additional works at: http://trace.tennessee.edu/utk_gcminutes

THE UNIVERSITY OF TENNESSEE

November 20, 2014 Minutes

<u>Members and Visitors Present</u>

Anusonti-Inthra, P.; Aydeniz, M.; Baek, S.; Behn, B.; Bemis, D.; Boder, E.; Botzakis, S.; Broemmel, A.; Cummings, S.; Desmidt, H.; Fisher, L.; Forrest-Bank, S.; Freeland, P. (Chair); Fu, J.; Fuller, R.; Gellert, P.; Grissino-Mayer, H.; Hatcher, B.; Hodges, C.; Hodges, D.; Kania, S.; Leach, S.; Luther, C.; Marshall, S.; Mullikin, L.; Nebenfuehr, A.; Nelson, J.; NgHartmann, J.; Nolt, J.; Ohnesorg, S.; Sachs, A.; Santore, R.; Spurgeon, S.; Theriot, M.; Thompson, D.; Welch, J.; Zivanovic, S.

The Graduate Council meeting was called to order by Patricia Freeland on Thursday, November 20, 2014, at 3:00 p.m. in the University Center, Room 221.

1. <u>Minutes of the Preceding Meeting</u>

    The minutes of the September 11, 2014 meeting were approved by the Graduate Council.

2. <u>Quality Enhancement Plan</u>

    Matthew Theriot, Chair of the Quality Enhancement Plan (QEP), reported the following:
    -   The Quality Enhancement Plan Committee includes 30 faculty, staff, and students from department and offices across campus.
    -   The QEP taskforce will engage the university community in selecting and developing a plan to improve student learning outcomes.
    -   The taskforce plan will comply with the expectations of the SACS for reaccreditation and will build and expand on topics that focus around the Top-25 mission.
    -   Experiential learning, the University's new QEP, will include many types from service learning, research, and study abroad.
    -   The three components for Experiential Learning are:
        o   The Smart Communities Initiative is overseen by the Office of Service Learning and a municipality. This year Cleveland, Tennessee was selected. City administrators funded projects, such as a downtown revision, green space expansion, and drainage issues that will be addressed by students in designated courses across many disciplines.
        o   Faculty Development Program will be overseen by the Tennessee Teaching and Learning Center. Faculty will be provided training, mentoring, resources, financial support, and course releases.
        o   Faculty, Staff and Student Initiatives will be provided by support co-curricular and extra-curricular activities that provide experiential learning.
    -   Implementation is expected to be at the end of March.

3. <u>Committee Reports</u>

    Academic Policy Committee

    Stefanie Ohnesorg, Chair of the Academic Policy Committee, reported on the October 30, 2014 meeting. (Attachment 1)

    -   The Academic Policy Committee continued discussion of the 5-year Dual Bachelor's/Master's Programs.

- Two-Five Year Bachelor/Master Degree Programs, Animal Science Major, and Food Science Major, Proposal was approved by the Graduate Council.
- The APC Committee focused on clarification of some frequently asked questions about the Leave of Absence Policy, but decided to wait until more experience is gained before making any adjustments.
- College of Nursing Policy for Distance COMP Exams procedural matter will be reviewed at their next meeting.
- When a student is on a leave of absence, how an incomplete grade will be handled was discussed but no action was taken.

Appeals Committee

Shawn Spurgeon reported there was one appeal submitted from the College of Engineering. The Appeals Committee recommended to Dean Hodges that the student's appeal for readmission be denied.

Credentials Committee

Stephen Kania, Chair of the Credentials Committee, presented the report on the October 2, 2014 meeting. The Council unanimously approved the twenty-two recommendations for faculty approval to direct dissertations. (Attachment 2)

Curriculum Committee

Eric Boder, Chair of the Curriculum Committee, presented the report on the October 23, 2014 meeting. (Attachment 3)

The Committee reviewed the curriculum proposal for course additions, new degree, and new certificate from the Colleges of Law, Nursing, and Social Work.
The Curriculum Committee voted and recommended to drop 31 courses and retain 34 courses of the 64 courses not taught in 4 or more years. The Graduate School approved their recommendation.

4. New Business

   There was no new business.

5. Administrative Reports

   ### *Vice Provost and Dean of the Graduate School*

   Carolyn R. Hodges, Vice Provost and Dean of the Graduate School, shared the following information:

   - Dr. Stephanie N. Galloway is the new assistant dean in the Graduate School.
   - The Graduate School has received a few Leave of Absence requests. New forms for the Leave of Absence and Reinstatement are posted on the Graduate School website.
   - New forms Reinstatement will be created and also posted on the Graduate School website.
   - The Graduate School Fellowship information is posted on the Graduate School website with links to the application forms for each of the fellowships. The application forms will be distributed to the department heads and directors of graduate studies via email.

   ### *Graduate Deans' Group*

   Carolyn Hodges, proxy for Joy DeSensi, reported on the November 6, 2014 meeting. (Attachment 4)

- Dr. Hodges shared for review and input a draft of a form proposed by Dr. Robert Nobles, Assistant Vice Chancellor, Office of Research and Engagement, to verify compliance with laws and regulations of research for all dissertations, theses, and other research projects submitted by graduate students. The form will be included as an addendum to the existing Approval Sheet (graduation approval form that is submitted to the Thesis/Dissertation consultant). This third sheet of the Approval Sheet must be completed, signed, and turned in at the time of final submission of the thesis or dissertation but should be presented initially at the review of the student's thesis or dissertation proposal.
- Dr. Ernest Brothers circulated copies of a handout from the National Institutes of Health (NIH) to share the revised policy on the implementation and use of Individual Development Plans (IDPs) for graduate students and postdoctoral appointees. This revised policy, mandated by NIH, began October 1, 2014 and includes a section to describe how IDPs are used to identify and promote the career goals of graduate students and postdoctoral researchers. NIH will not require but strongly encourages institutions to develop and use IDPs for graduate students and postdoctoral researches supported by NIH awards. The Office of Graduate Training and Mentorship and the Office of Research and Engagement are collaborating to assist principal investigators, graduate students, and postdoctoral researchers in meeting this requirement. The NIH link is http://grants.nih.gov/grants/guide/notice-files/NOT-OD-14-113.html.
- English Placement Exam (EPE), Proposed Pilot Program Normally in the fall and spring semesters the EPE exam is administered to all international students and students whose native language is not English. The new pilot program for spring 2015, proposed by Dr. Tanita Saenkhum (English Department), who supervises the EPE and placement, will look at TOEFL and IELTS scores to determine whether those graduate students will be placed in English 121. TOEFL scores between 80 and 99 will be placed in English 121. TOEFL scores at 100 or above are not required to take 121. Scores below 80 are still required to take classes at the English Language Institute (ELI).
- Graduate Admissions is in the process of implementing a new recruiting tool, PROSPECT, through CollegeNET. It is a customer relations management tool that is a part of the existing ADMIT function in Graduate Admissions and has the potential to enhance recruitment outcomes by providing an efficient and convenient means of communication between tie programs and their student prospects. The pilot project includes the following programs: Business, Communications, Chemistry and Mathematics. Representatives from the programs have engaged in several weekly meetings with Graduate Admissions to discuss implementation and develop options to help other programs come on board. This recruiting tool will help develop communication and dialogue between the prospective student and the program.

Graduate Student Senate

Jessica Welch, President of the Graduate Student Senate (GSS), presented the following information:
- The Graduate Student Senate (GSS) has 67 graduate senators.
- The GSS is working on revising the Graduate Student Senate Bylaws. The new bylaws will have specific language for the four committees, which are: Fun Run, Travel Awards, Communication and Outreach and Equity and Diversity.
- The GSS will hold the Big Orange Adventure, a fund-raiser for the McClung Museum. This year the teams will have to go to a specified office and complete the activities.
- The GSS Travel Awards are now allowing retroactively applying for the awards. Those who need to do so must receive specific approved by the committee. The committee is discussing what exceptions may be made in their review process.
- The GSS website has been revised. The meetings and events have been updated.
- GSS Equity and Diversity Committee are working on in-state residency issues.
- Communication and Outreach Committee is working on ways to keep the graduate students informed. This year the new senators received a packet of information.

Graduate Council Chair

Chair Patricia Freeland had no additional announcements.

6. New Items from the Floor

There were no new items from the floor.

The meeting was adjourned at 4:00 p.m.

Respectfully Submitted,

Gay Henegar
Secretary to the Graduate Council

ATTACHMENT 1

ACADEMIC POLICY COMMITTEE MEETING
October 30, 2014, 2:15 – 3:30 pm (meeting was originally scheduled for 10-2-14)
Graduate School Conference Room

Present:
Mary Albrecht, Mehmet Aydeniz, Catherine Cox, Russell Crook, Shandra Forrest-Bank, Pat Freeland, Yanfei Gao, Paul Gellert, Carolyn Hodges, Stefanie Ohnesorg (Chair), Joan Rentsch, John Stier

1. **Approval of the Minutes from the September 4, 2014 meeting.**

2. **Continuation of the discussion on 5-Year Bachelor/Master Degree Programs in the Context of SACSCOC Interpretation for Core Requirement 2.7.1 (Program Length) dated June 2014**

   Mary Albrecht, Associate Vice Provost, joined APC to clarify the difference between a 'SACSCOC policy' and a 'SACSCOC interpretation' and she explained that SACS in recent documentations used 'interpretation' almost as a synonym to 'policy,' and that this ambiguity has triggered many requests for clarification from institutions in the Southern region. In response, SACSCOC President Dr. Belle S. Wheelan has acknowledged that further clarification is required, and a discussion of SACS Interpretation 2.7.1 (Core Requirement regarding Program Length; posted at http://www.sacscoc.org/pdf/CR_2-7-1_Interpretation.pdf; see attachment 1A below) will be on the agenda of the SACSCOC Annual Meeting, scheduled for Dec. 6-9, 2014 in Nashville, TN.

   Interpretation 2.7.1 stipulates that the minimum program length for Dual Bachelor/Master Degrees Programs cannot be less than the minimum number of hours for an undergraduate degree (120 undergraduate credit hours) and the minimum number of hours for masters degrees (30 graduate credit hours) combined. Hence, according to Interpretation 2.7.1, Dual Bachelor/Master Degree Programs must meet or exceed the threshold of 150 credit hours. Mary Albrecht will continue to follows posts on this matter on the SACSCOC listserv, and she will forward information on the outcome of the discussion of Interpretation 2.7.1 at the SACSCOC meeting in early December to APC.

   If SACSCOC will continue to maintain that a minimum total of 150 credit hours needs to be completed for a Dual Bachelor/Master Degree Program (120 undergraduate credits plus 30 graduate credits), this will affect about a dozen of 5-year BS-MS Programs at UT in such a way that they will need to adjust their curriculum to the new interpretation. Several of the 5-year Bachelor/Master Programs currently offered at UT already require 150 credit hours or more and will thus not be affected by Interpretation 2.7.1.

   Concerns were raised that many of the 5-year Bachelor/Master Programs that currently require less than 150 credit hours will become less attractive if students perceive them as a full undergraduate degree program followed by a full graduate program. Applying for such 5-year Bachelor/Master Degree Programs will therefore need to be advertised in such a way that students can see the benefits of receiving advising and mentorship early in their undergraduate program that puts them on a direct path towards graduate studies.

   After we receive additional information/clarification on SACS Interpretation 2.7.1 following the SACSCOC annual meeting in December 2014, APC will draft a brief general statement on minimum program length of 5-year Bachelor/Master Degree Programs for inclusion in the Graduate Catalog.

Students already enrolled in the 5-year Bachelor/Master Degree Programs that do not meet the 150-credit-hour requirement will be allowed to complete these programs according to the policies that were in place when they were accepted into these programs.

> *APC members inquired how we could express our objections to SACS Interpretation 2.7.1 to SACSCOC. Dr. Albrecht shared with the group that many concerns regarding this Interpretation have already been raised on the SACSCOC listserv, and she was encouraged by APC members to add our concerns to this discussion as well.*

3. **Review of two 5-Year Program Proposals**

APC reviewed two 5-Year Bachelor/Master Degree Programs from the College of Agricultural Sciences and Natural Resources. John Stier, Assistant Dean-Academic Programs, joined us for the discussion in order to provide clarification on program details.

> FIVE YEAR BS-MS ANIMAL SCIENCE MAJOR
> FIVE YEAR BS/MS FOOD SCIENCE MAJOR

The purpose of these two program options is to entice high quality students to continue at UT in these programs at the graduate level.

Both programs meet the 150 minimum credit-hour-requirement imposed by SACSCOC. They were adjusted to the new SACSCOC requirement regarding program length; the original proposals had less than 150 credit hours because they were allowing an overlap of up to 9 hours between undergraduate and graduate work. *See Attachment 1B for program requirements.*

During the discussion of these programs the question was raised to clarify the difference between 5-year Degree Programs and senior privilege. In this context it was established that there is no difference with regard to these 2 specific programs except for how these program options are listed in undergraduate and graduate catalogs. These two 5-Year Programs are designed in such a way that they motivate students to start thinking about graduate studies earlier than they would usually do, and that they – through appropriate mentorship – could be better motivated to stay at UT for their graduate work. These programs are designed to help students get into the pipeline for the respective graduate degrees early in their undergraduate years.

> *After a short discussion, APC members approved the two 5-Year program proposals from Animal Science and Food Science and Technology unanimously and will present them to Graduate Councils for a Vote. The approved proposals are attached at the end of this report as attachment #2.*

4. **New Leave of Absence Policy**

Our discussion focused on the clarification of some frequently asked questions in the context of the new LOA Policy. For example: Is there a grandfather-clause for students who stopped enrolling before the new policy came in effect when they want to return? What needs to be done next in order to move towards more specific regulations/policy statements that focus on medical leave, family leave, etc.?

The following clarification was provided regarding a grandfather-clause for students who have left or interrupted the program before the new LOA Policy came into effect: Such cases will be handled on a case-by-case basis by the Graduate Dean but students who were gone for years will need to seek readmission. When students stopped enrolling before the new LOA Policy came into effect they would not be required to retroactively pay tuition for continuous enrollment during the semesters of their absence except for students who stopped registering for Course 600 since

the Continuous Registration Requirement for Course 600 already existed prior to the implementation of the new LOA Policy.

Dr. Forrest-Bank alerted APC members that the College of Social Work would like to see that "financial hardship" should be included as a justified reason for having a LOA approved. Dr. Hodges reminded the committee that this had been rigorously discussed and voted upon when the new policy was drafted. Several APC members suggested some details of the new LOA Policy could perhaps be reconsidered once we have had a chance to gain more experience with the new LOA Policy and know where adjustments might be needed.

5. **College of Nursing Policy for Distance COMP Exams**

   The College of Nursing offers several blended online-courses at the graduate level. The attached policy statement was drafted and approved by the College of Nursing in collaboration with Jennifer Gramling, Director for Distance programs. *(for details see attachment 1C)*. It was determined that this is a procedural matter that can and should be handled at the College level. APC committee members nevertheless discussed the option of including a brief a policy statement regarding this matter in the Graduate Catalog in order to provide guidance to departments and colleges that have similar online-course arrangements. Dr. Roman offered to draft a statement, and APC will review this statement during its next meeting.

6. **How to deal with an "Incomplete" when a Student is on an approved LOA**

   The question was raised whether a student on an approved LOA would be able to have an 'Incomplete' removed during his/her LOA. It was clarified that faculty can submit change of grade forms for a student on a LOA. In this context a further-reaching question was raised: Does a LOA stop the clock for the 1 year that students have for removing an Incomplete? This is a matter that needs to be clarified with the Registrar; we will need to explore what options there might be to extend the period available to remove Incompletes when a student is on an approved LOA. It was mentioned that faculty already have the option to change grades, and if no other mechanism can be provided by the Registrar this will give faculty the option to extend the 1-year-period for removing an Incomplete by changing the grade that a student would receive after a year if he/she is on an approved LOA and was unable to complete the required work for having the Incomplete removed within a year.

Minutes taken by Shandra Forrest-Bank

Attachment 1A

Re.: Agenda Point # 2
Discussion on 5-Year Bachelors/Masters Degrees in the Context of SACSCOC Interpretation for Core
Requirement 2.7.2 (Program Length) dated June 2014.
http://www.sacscoc.org/pdf/CR_2-7-1_Interpretation.pdf

SACS COC

Southern Association of Colleges and Schools
Commission on Colleges
1866 Southern Lane
Decatur, Georgia 30033-4097

CORE REQUIREMENT 2.7.1 (PROGRAM LENGTH)

Interpretation

Core Requirement 2.7.1 of the *Principles of Accreditation* reads:

> The institution offers one or more degree programs based on at least 60 semester credit hours or
> the equivalent at the associate level; at least 120 semester credit hours or the equivalent at the
> baccalaureate level; or at least 30 semester credit hours or the equivalent at the post-
> baccalaureate, graduate, or professional level. If an institution uses a unit other than semester
> credit hours, it provides an explanation for the equivalency. The institution also provides a
> justification for all degrees that include fewer than the required number of semester credit hours
> or its equivalent unit. **(Program Length)**

Interpretation:

A combination program with degrees conferred by the same institution (combination baccalaureate and graduate
degree or a combination of two graduate degrees) should meet or exceed the credit hour thresholds in the
standard for the degrees awarded (e.g., a combination baccalaureate and master's degree is a combined
minimum 150 semester credit hours). The degree program should only allow a "substitution" or "transfer" of a
maximum of one year (30 semester hours) of graduate coursework for the final year of the baccalaureate degree.
This internal "transfer" also assumes an organic relationship between the subject areas of the undergraduate
major and the graduate coursework used to complete the undergraduate degree. The institution also provides a
justification for all degrees that include fewer than the required number of semester credit hours or its equivalent
unit.

This interpretation does not deny an institution's ability to admit outstanding students – on a case-by-case basis –
to graduate programs (the practice commonly referred to as early admission). Should such a pathway become
formalized, either as an articulation agreement between two or more institutions or as a formal internal "joint" or
"dual" degree pathway, this interpretation would apply to the pathway, and the pathway would require SACSCOC
approval as a substantive change or as a consortium arrangement. Course content in graduate coursework
applied to the baccalaureate degree should be in conformity with the expectations of Comprehensive Standard
3.6.1 (Post-baccalaureate program rigor) of the *Principles of Accreditation*.

Document History
Approved: SACSCOC Board of Trustees, June 2014

Attachment 1B

Re.: <u>Agenda Point # 3</u>
Review of Two CASNR 5-Year BS-MS Program Proposals

Date: 1 October 2014 (revised 29 October 2014)
From: John Stier, Assistant Dean-Academic Programs
To: Molly Sullivan, Stefanie Ohnesorg, Michael Palenchar
RE: CASNR 4+1 program proposals
CC: Catherine Cox, J. Lannett Edwards, Svetlana Zivanovic, Jennifer Richards, Cheryl Kojima, Mary Albrecht

Two departments in the College of Agricultural Sciences and Natural Resources wish to initiate 4+1 BS-MS programs to facilitate the entrance of additional students into graduate programs at the University in accord with the VolVision initiative of increasing the university's graduate student numbers. My understanding, based largely on communication with Catherine Cox and the curriculum submission guidelines, is that such proposals need first to be reviewed and approved by both the Graduate and the Undergraduate Academic Policy Committees and do not need THEC approval. We would like to have these proposals reviewed in time for inclusion in the curriculum proposals for AY15-16 catalog. Both departments understand that SACS requires a minimum of 150 credits (without "double-dipping") for a BS-MS program.

DEPARTMENT OF ANIMAL SCIENCE
ADD FIVE YEAR BS-MS ANIMAL SCIENCE MAJOR

For qualified students, the Department of Animal Science offers a 5-year BS-MS program with a BS major in Animal Science and a thesis-based MS major in Animal Science. Students will complete 150 hours in the combined program, with courses applied to the graduate degree being progressively more rigorous in order to warrant graduate credit. Students are typically considered for conditional admission to the program during, or immediately following, their third year of undergraduate study at UT. Because the MS program requires that a student write a thesis based on original research, efforts related to developing and starting a research-based project in consultation with a graduate advisory committee (that meets MS committee requirements) are required immediately following their third year of undergraduate studies. To be considered for conditional admission to the program:

- A student must be a declared Animal Science major with a minimum GPA of 3.4, must have completed at least 15 hours of credit in Animal Science (including LD courses), and must have completed at least 90 hours of the 120 hours of coursework required for the BS degree with a major in Animal Science.
- A student must provide three letters of recommendation and complete a personal interview with individuals comprising the Graduate and Undergraduate Committees in the Department of Animal Science.
- A student must obtain a commitment from an Animal Science graduate research faculty member to serve as their graduate mentor-advisor (i.e., major professor) and at least two other graduate research faculty members to serve on their graduate advisory committee.

Applicants are required to have completed at least 6 credit hours from the following Animal Science core courses (i.e., ANSC 320, ANSC 330, ANSC 340, ANSC 380). The Department may consider other relevant factors such as an applicant's work experience and level of maturity before conditionally admitting a student to the BS-MS program. Conditional admission of a student into the 5-year BS-MS program must be approved by both the Department of Animal Science and the Graduate School. Students will be typically informed of the outcome of their application before the beginning of their fourth year of undergraduate study.

Any course taken for graduate credit before satisfying all requirements for the BS degree must be approved both by the Graduate Director and by the Graduate School. These courses must be identified in advance, in consultation with the graduate advisory committee members.

UT's Senior Privilege rule imposes a maximum limit of 9 hours on the number of graduate-level hours that an undergraduate student may complete before completing an undergraduate degree and being formally admitted to the Graduate School. A student who is conditionally admitted to the BS-MS program may complete up to 9 hours of graduate credit, beyond the minimum required for the BS degree, during the student's fourth year of undergraduate study to be applied towards MS degree requirements.

Conditional admission into the BS-MS program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS-MS program must apply for admission to the Graduate School and to the MS program during their fourth year of undergraduate study, following the same procedures that all other student applicants follow. A GRE score must be submitted as part of the application for admission into any graduate program in the Department of Animal Science. Students will be fully admitted to the MS program after they have been accepted both by the Graduate School and by the Animal Science MS program. Students will not be eligible for graduate assistantships until they are enrolled as graduate students in the Graduate School.

DEPARTMENT OF FOOD SCIENCE AND TECHNOLOGY
ADD FIVE YEAR BS/MS FOOD SCIENCE MAJOR

For qualified students, the Department of Food Science and Technology offers a 5-year BS/MS program with a BS major in Food Science and Technology and a thesis-based MS major in Food Science and Technology. Students will complete 150 hours in the combined program, with courses applied to the graduate degree being progressively more rigorous in order to warrant graduate credit. Students will be considered for conditional admission to the program during, or immediately following junior year of undergraduate study at UT. Because the MS program requires that students write a thesis based on their original research, students in BS/MS program must start working on their research project not later than immediately following junior year of undergraduate studies. For each student in the program, a graduate advisory committee composed of a minimum of three faculty members must be established before completion of BS degree. To be considered for conditional admission to the program:

- A student must be a declared Food Science and Technology major with a minimum GPA of 3.4, must have completed at least 15 hours of credit in Food Science and Technology (including LD courses), and must have completed at least 90 hours of the 120 hours of coursework required for the BS degree with a major in Food Science and Technology.

- A student must provide three letters of recommendation and complete a personal interview with individuals comprising the Graduate and Undergraduate Committees in the Department of Food Science and Technology.

- A student must obtain a commitment from a Food Science and Technology graduate research faculty member to serve as their graduate mentor-advisor (i.e., major professor) and at least two other graduate research faculty members to serve on their graduate advisory committee.

Applicants are required to have completed FDST 241 Food Preservation and Packaging. The Department may consider other relevant factors such as an applicant's work experience and level of maturity before conditionally admitting a student to the BS/MS program. Conditional admission of a student into the 5-year BS/MS program must be approved by both the Department of Food Science and Technology and the Graduate School. Students will be typically informed of the outcome of their application before the beginning of their senior year of undergraduate study.

Any course taken for graduate credit before satisfying all requirements for the BS degree must be approved both by the Graduate Director and by the Graduate School. These courses must be identified in

advance, in consultation with the undergraduate advisor, proposed master's graduate advisor, and advisory committee members. UT's Senior Privilege rule imposes a maximum limit of 9 hours on the number of graduate-level hours that an undergraduate student may complete before completing an undergraduate degree and being formally admitted to the Graduate School. A student who is conditionally admitted to the BS-MS program may complete up to 9 hours of graduate credit, beyond the minimum required for the BS degree, during the student's fourth year of undergraduate study to be applied towards MS degree requirements.

Conditional admission into the BS/MS program does not guarantee acceptance into either the Graduate School or the MS program. Students in the BS/MS program must apply for admission to the Graduate School and to the MS program during their senior year of undergraduate study, following the same procedures that all other student applicants follow. A GRE score must be submitted as part of the application for admission into any graduate program in the Department of Food Science and Technology. Students will be fully admitted to the MS program after they have been accepted both by the Graduate School and by the Food Science and Technology Science. Students will not be eligible for graduate assistantships until they are enrolled as graduate-level students in the Graduate School.

Attachment 1C

Re.: Agenda Point # 4
College of Nursing Policy for Distance COMP Exams
(Policy and Proctor Form)

College of Nursing Policy for Distance COMP Exams

Distance students will arrange a proctor for their comp exam from acceptable proctors per the University of Tennessee Proctor Form (UTPF-attached). Faculty will remind all distance students via email announcement, that the UT honor code prohibits sharing of any information about this or any exam.

Student will advise faculty of proctor name, physical address, email address and telephone number one month after the start of classes in the semester their comps are taken.

Faculty will send the UTPF to proctors by with instructions to complete and return it 6 weeks after the start of classes in the semester comps are taken (email acceptable).

Student and Proctor set up an agreeable time for the COMP exam, to be taken in the time period beginning one week prior to the day in person comps are scheduled on campus, and ending the day in person comps are scheduled on -campus. Distance comps must be completed by the day in person comps are scheduled on campus. Notify faculty at least 2 weeks prior to selected date.

Faculty will send a hard copy of the comp questions; comp exam instruction sheet for proctors (page two of this document) a blank jump drive and a prepaid return envelope to the proctor via registered mail one week before the scheduled exam.

On the exam date, the proctor will distribute questions, keep time, monitor the student at all times during the exam, verify that the answers are saved ONLY to the jump drive, print two hard copies of the answers, and return the comp questions, jump drive and ONE hard copy of answers to course faculty in the postpaid envelope supplied. The proctor will retain a hard copy of answers until faculty verify receipt.

The graduate administrative assistant will distribute comp answers to graders per usual schedule.

Should orals be required, the student will arrange a proctor to sit with them while they answer questions via Bb collaborate, Skype or go to meeting. (Proctor role will be to ensure that no notes or books are used during the oral.)

COMP EXAM INSTRUCTION SHEET for DISTANCE PROCTORS

PRIOR TO EXAM
Complete and return UTPF to course faculty via email by SEP 30
Schedule day of exam with student, notify faculty of date 2 weeks in advance

DAY OF EXAM
8am: meet student at prearranged location, verify that student's laptop internet connectivity is turned off. provide Questions 1 and 2 and explain that student may work on them until noon only. Remind student to save every few minutes.

Noon-1: stop exam and print TWO COPIES of answers to questions one and two. Instruct student to save to jump drive only, verify this. Lunch break

1-5: provide questions 3 and 4 (if applicable) and explain that student has until 5:00 pm to complete questions. Remind student to save every few minutes.

5pm: Stop exam. Print TWO COPIES of answers to questions 3 and 4. Instruct student to save to jump drive only, verify this.

RETURN MAIL TO FACULTY IN ENVELOPE PROVIDED:
- Copy of exam questions
- One hard copy of answers to all questions
- Jump drive

RETAIN proctor copy of student exam answers until notified by faculty that exam answers were received, and then destroy.

University of Tennessee Proctor Form

Semester_____Student Name_____

Course # and #_____

I agree to administer the University of Tennessee's examinations in a professional manner. I will verify the identity of the student before each exam. (A picture ID is required) I will maintain the security of the examinations before and after the exam. I will administer exams according to the directions provided by the University of Tennessee. I will report any violations to the Director of Online Programs for appropriate student disciplinary action.

Please type or print:

Name_____Telephone_____

Signature_____

Title_____Fax_____

Email_____

Address/Company_____

Company Website_____

Email or fax the completed Proctor Form to:

Lora Humphrey Beebe, PhD, PMHNP-BC
Professor & Chair, Psychiatric Mental Health Graduate Program
University of Tennessee College of Nursing
1200 Volunteer Blvd Knoxville TN 37996
email: lbeebe1@utk.edu
Fax: 865-974-3569
Office: 865-974-3978
Cell: 865-809-5062

Proctor Information and Qualifications

When a student cannot report to the Knoxville campus for examinations, he/she must make arrangements with one of the following officials to act as a proctor.

A. Company Human Resource Representative

B. Testing Facility or Administrative Office of an Accredited College or University

C. Library Official

D. Search for a proctoring site at: http://www.ncta-testing.org/ccto/

Please ask your proctor to complete the Proctor Form and e-mail or fax to your instructor. This information needs to be read carefully and completed by your proctor. We will hold exams until this proctor form has been returned to the requested office. Proctors may not be relatives, friends, spouses or coworkers of the examinee.

A new proctor form is due each semester.

Each examination must be returned to the instructor as directed upon completion of the exam. It is a good idea to check in with your proctor to ensure that exams have been received and returned. If your proctor does not receive an examination notify this office immediately.

All information requested on the proctor form must be provided. Proctor forms that do not have the necessary information cannot be processed.

THE UNIVERSITY *of* TENNESSEE UT

Online Programs
The University of TN, Knoxville
1817 Melrose Avenue
Knoxville, TN 37996
865-974-0655

ATTACHMENT 2

Credentials Committee Report
October 2, 2014
111 Student Services Building

Present: Stephen Kania (Chair), Joshua Fu, John Nolt, Svetlana Zivanovic, (Amy Broemmel voted electronically)

The Committee voted to recommend that the following faculty members be granted approval to direct doctoral dissertations:

Name	Title	Current Department	Type of Request	Approval
Brooks, Steven	Assistant Professor	Mechanical, Aerospace, and Biomedical Engineering	Probationary	Until tenure
Chakraborty, Subhadeep	Assistant Professor	Mechanical, Aerospace, and Biomedical Engineering	Probationary	Until tenure
Costinett, Daniel	Assistant Professor	Electrical Engineering and Computer Science	Probationary	Until tenure
Dean, Mark	Professor	Electrical Engineering and Computer Science	Tenured, Continuing	10 years, 11/1/2024
Feng-Yaun, Zhang	Associate Professor	Mechanical, Aerospace, and Biomedical Engineering	Probationary	Until tenure
Fowlkes, Jason	Joint Faculty (Bredesen Center)	Energy Science and Engineering (Bredesen Center)	Non-tenuredTrack. Initial	5 years, 11/1/2019
Gao, Wei	Assistant Professor	Electrical Engineering and Computer Science	Probationary	Until tenure
Grewal, Parwinder	Professor	Entomology and Plant Pathology	Tenured, Continuing	10 years, 11/1/2024
Hamel, William	Professor	Mechanical, Aerospace, and Biomedical Engineering	Tenured, Continuing	10 years, 11/1/2024
Hu, Anming	Assistant Professor	Mechanical, Aerospace, and Biomedical Engineering	Probationary	Until tenure

Jantz, Michael	Assistant Professor	Electrical Engineering and Computer Science	Probationary	Until tenure
Materassi, Donatello	Assistant Professor	Electrical Engineering and Computer Science	Probationary	Until tenure
Mockus, Audris	Professor	Electrical Engineering and Computer Science	Tenured,- new	10 years, 11/1/2024
Pulgar, Hector	Assistant Professor	Electrical Engineering and Computer Science	Probationary	Until tenure
Rials, Tim	Professor	Forestry, Wildlife and Fisheries	Tenured, Continuing	10 years, 11/1/2024
Richards, Jennifer	Research Assistant Professor	Food Science and Technology	Non-tenure track	5 years, 11/1/2019
Rose, Garrett	Associate Professor	Electrical Engineering and Computer Science	Probationary	Until tenure
Rucker, Caleb	Assistant Professor	Mechanical, Aerospace, and Biomedical Engineering	Probationary	Until tenure
Stewart, Charles	Professor	Plant Sciences	Tenured, Continuing	10 years, 11/1/2024
Sun, Kai	Assistant Professor	Electrical Engineering and Computer Science	Probationary	Until tenure
Tian, Chao	Associate Professor	Electrical Engineering and Computer Science	Probationary	Until tenure
Wade, Eric	Assistant Professor	Mechanical, Aerospace, and Biomedical Engineering	Probationary	Until tenure

ATTACHMENT 3

Graduate Curriculum Committee Report
University Center, Room 220
Thursday, October 23, 2014

Members present: Sibyl Marshall (serving as Chair, as Eric Boder was away at a conference), David Bemis, Stergios Botzakis, Hans Desmidt, Grady Ferguson, Robert Fuller, Martin Griffin, Andreas Nebenfuehr, Bill Nugent (proxy for Matthew Theriot), Avigail Sachs, Kelley Strohacker (proxy for Leslee Fisher).

Also in attendance:
   Chair of Graduate Council: Pat Freeland
   Representatives from colleges: R.J. Hinde, Carol Parker, Peggy Pierce, John Stier
   Dean of the Graduate School: Carolyn Hodges
   SACSCOC Representative: Mary Albrecht
   Catherine Cox, Graduate Curriculum Coordinator

Sibyl Marshall called the meeting to order at 3:45 p.m. Sibyl welcomed the members. And, as this was the first meeting of the year (the August meeting was cancelled due to no curriculum submissions) she explained the role of a curriculum committee member. Sibyl communicated the October Agenda includes the *Courses Not Taught in 4 or More Years* report.

The following colleges submitted curriculum proposals:

College of Law
   • Added 1 course
   • Adding new degree (per THEC approval) – LL.M.

College of Nursing
   • Added 2 courses, dropped 9 courses, revised 2 courses
   • Revised catalog text for MSN, DNP, and PhD to include student learning outcomes

College of Social Work
   • Revised 4 courses
   • Revised Trauma Treatment Certificate

Courses Not Taught in 4 or More Years Report
   The report lists 64 courses – 30 to drop and 34 to retain.

   Mechanical Engineering course 526 was marked to retain by UTSI. However, after review and discussion of the justification to retain the course, it was determined that a concrete plan as to when the course would be taught was not given. Also, UTK indicated to drop the course. Consequently, the Committee voted to drop course ME 526. The department and/or UTSI may attend the Graduate Council meeting and give further justification for retaining the course.
   Per the vote, the report shows 31 courses to drop and 33 to retain.

All items were approved as presented and are recommended to Graduate Council for approval.
The meeting was adjourned at 4:40.

The next meeting is January 15, 2015.

Thursday **October 23, 2014** **3:45 – 5:00p.m.**	**Graduate** **Curriculum** **Committee Meeting**	**University Center** **Room 220**

AGENDA

College of Law

College of Nursing

College of Social Work

Courses Not Taught in 4 or More Years Report

College of Law
All changes effective Fall 2015

I. COURSE CHANGES

ADD

LAW 988 The Structure and Operation of the American Legal System (3) Introduces foreign-educated lawyers to the structure of the American legal system and basics of U.S. law. Topics include (1) an introduction and comparison of both common and civil law legal systems; (2) an overview of basic United States constitutional structure on both the federal and state level, including instruction on the role of administrative agencies and rules and regulations as well as statutes and case law; (3) legal research and writing; (4) exercises in case analysis and briefing; (5) drafting of briefs, legal opinions, contracts, and statutes; and (6) a summary of first-year J.D. classes, such as torts, contracts, civil procedure, and criminal law.
 Registration Restriction(s): Limited to students in the LL.M. degree program (pending THEC approval)

 SUPPORTING INFORMATION Rationale: New course to be required of students enrolled in the LL.M. in United States Business Law (pending THEC approval). Impact on other units: None expected. Financial impact: cost of instruction included in cost of LL.M degree program, (pending THEC approval) to be offset by tuition revenue generated by that program. Additional documentation: None required.

II. PROGRAM CHANGES

In the 2015-16 *Graduate Catalog* add heading, text, and requirements for new LL.M. degree.

Law, Master of Laws in United States Business Law (LL.M) – *Pending THEC approval*

The LL.M degree is for foreign lawyers. It is a one-year program, intended for students who have earned a foreign law degree and desire to augment their existing education with training in United States business law. The program is based on the existing concentration in Business Transactions, with the addition of an introductory course designed to introduce foreign-educated lawyers to the structure of the American legal system and the basics of U.S. law.

Students must complete the following courses:

LAW 988	The Structure and Operation of the American Legal System	3 credit hours
LAW 818	Fundamental Concepts of Income Taxation	3 credit hours
LAW 827	Business Associations	3 credit Hours
LAW 842	Contract Drafting Seminar	2 credit hours
LAW 940	Land Finance Law	3 credit hours
LAW 972	Income Taxation of Business Organizations	3 credit hours
LAW 841	Secured Transactions	3 credit hours
LAW 826	Introduction to Business Transactions*	2 credit hours
LAW 833	Representing Enterprises	4 credit hours
Law Electives		<u>4 credit hours</u>
Total credit hours		30 credit hours

*Required course LAW 826, may be waived in appropriate cases if the student is able to show a mastery of the requisite introductory business concepts taught in the course. The same is true for domestic J.D. students and such provisions are built into the course listing itself. If this two credit hour course requirement is waived, the credit hours will need to be made up with another course.

LL.M. candidates would have the option of registering for up to 4 additional credit hours of law school courses to supplement the required courses.

<u>Admissions Criteria:</u> Applicants will be required to (1) hold a foreign law degree (such as an LL.B.) qualifying them to apply for or sit for a licensing examination that would enable them to practice law in their home jurisdiction and (2) demonstrate a command of the English language sufficient to allow them to achieve success in their course work here in the United States. The first of these qualifications will be highly variable and dependent upon the country and jurisdiction in which the prospective student practices or lives. Prospective applicants to the LL.M. program will be required to show unequivocal proof of their graduation from a recognized degree granting institution in their home country before gaining admission to the degree program.

<u>Language Requirements:</u> Students for whom English is not their first language must submit a score of at least 570 (paper-based exam) or 88 (internet-based exam) points on the Test of English as a Foreign Language (TOEFL) exam, or a score of at least 7.5 on the International English Language Testing System (IELTS), or other comparable evidence of English proficiency in order to be considered for admission to the LL.M. program.

<u>Admission Requirements:</u> Applicants with degrees from foreign institutions must have earned a minimum of a 2.0 on a 4.0 scale or its equivalent on all undergraduate work and must have been in good academic standing upon graduation from their legal degree granting institution.

<u>Continuous Funding:</u> Before admission can be granted, applicants must document availability of sufficient funds for 12 months of studies, either in the form of savings, grants, loans, or otherwise reliable sources of funding. Please visit http://law.utk.edu/financial-services/tuition-and-fees/ for the most current estimate of expenses.

SUPPORTING INFORMATION   Rationale: The program would provide a valuable educational benefit to an underserved international student base (international lawyers who have already earned a legal degree equivalent to a J.D. in another country -- which, in turn, would ultimately provide international contacts for both the local and U.S. business market. The program is designed to enhance the University of Tennessee and the College of Law's reputation both nationally and internationally and would further diversify the College's student body. The program also will help provide opportunities to build and expand legal and business relationships between Tennessee, China, and potentially other Pacific Rim countries. Impact on other units: None expected. Financial impact: Revenue produced by the degree program should exceed costs of the program. Additional Documentation: None required.

College of Nursing
Changes effective Fall 2015

I. COURSE CHANGES

NURS (Nursing)

ADD

NURS 541 Critically Ill Children (2) Physiology and pathophysiology of critically ill children and the recommended interventions in selected conditions for the APN. Focus is on critically ill children ages 0 to 21 years.
 (RE)Corequisite: 527.

Rationale: Documentation of completion of course with corequisite of clinical experience enables graduates to sit for national certification examination. This course supports DNP SLO # 1 & 4. Impact on other units: None. Financial impact: Additional faculty funded by HRSA program grant. Support from assessment activities: HRSA program grant award, increasing applicant inquiries, healthcare agency request, and scarcity of Pediatric Nurse Practitioner Acute Care programs in Tennessee indicate need for course.

NURS 611 Advanced Quantitative Nursing Research (3) Advanced quantitative methods in nursing research including development, selection, and utilization of instruments. Advanced multivariate statistical strategies. Emerging concepts in quantitative methods.
 (RE)Prerequisite(s): 608.
 Recommended Background: Multivariate Statistics.

Rationale: Assessment of PhD student performance over several years has indicated the need for a strengthened two-semester quantitative research course sequence. These research courses directly relate to PhD learning outcomes 2, 3, and 4, as stated on page 14 of the *PhD Handbook 2014-2015*.   Impact on other units: None. Financial impact: None.

DROP

NURS 513 (1)

NURS 553 (1-5)

NURS 554 (2)

NURS 555 (2)

NURS 556 (2)

NURS 580 (3)

NURS 581 (4)

NURS 586 (3)

NURS 587 (6)

REVISE DESCRIPTION AND RECOMMENDED BACKGROUND; REMOVE (RE)PREREQ

NURS 608 Quantitative Nursing Research (3) Overview of quantitative research methods including quantitative research designs, sampling, and measurement. Issues of data management and application of data analysis techniques.
 Recommended Background: Inferential statistics.

Formerly: Critique and application of quantitative nursing research methods.
(RE)Prereq: 601.
Recommended Background: Multivariate statistics course.

Rationale: Since a second quantitative research course has been developed, the course description and learning outcomes of N608 needed to be clearly differentiated from the advanced course. Impact on other units: None. Financial impact: None.

REVISE COMMENTS

NURS 512 Issues in Advanced Practice Nursing (1)
 Comments: Required for all MSN students, except those in Nurse Anesthesia and Nursing Administration concentrations.

Formerly: Required for all MSN students, except those in Nurse Anesthesia.

II. PROGRAM CHANGES

REVISE NURSING MAJOR, MSN

1. In the 2014-15 *Graduate Catalog* remove heading and bullets for "Graduates of the program are expected to" and replace with the following heading and text to provide student learning outcomes.

Student learning outcomes:
Graduates of the program are expected to:
*   Provide evidence-based advanced nursing care in a variety of health care settings to diverse populations, including individuals, families and communities.
*   Utilize theoretical and ethical principles while accounting for patient values to guide advanced practice nursing
*   Collaborate in ethically responsible research activities.
*   Participate, leading when appropriate, in evaluation of care outcomes using organizational science (e.g., health policy, quality improvement initiatives, informatics and economics).
*   Assume roles as leaders and collaborators within inter/intra-professional teams and communities in advocating, planning, providing, and evaluating health care.
*   Contribute to culturally responsive healthcare services within systems that promote prevention, safety, quality and social justice leading to improved patient outcomes.
*   Articulate to a variety of audiences' credible and relevant evidence supporting practice decisions using various forms of communication.

Formerly: Graduates of the program are expected to:
    Provide advanced nursing care in a variety of health care settings.
    Utilize theoretical knowledge to guide advanced practice nursing.
    Collaborate in research activities and utilize knowledge gained from research in advanced practice nursing.
    Evaluate health policies and economics related to delivery of health care.
    Assume roles as leaders and collaborators with other professionals and communities in planning, providing, and evaluating care.

2. In the 2014-15 *Graduate Catalog* under admission heading, remove second bullet and replace as follows:

*   Achieve competitive score on the verbal and quantitative portions of the Graduate Record Examination if undergraduate GPA is below 3.3. If undergraduate GPA is 3.3 or above, then applicants are exempt from the GRE requirement.

Formerly: Achieve a competitive score on the combined verbal and quantitative portions of the Graduate Record Exam.

3. In the 2014-15 *Graduate Catalog,* revise program requirements as follows:

	Hours Credit
Research (6-9 hours)	
NURS 501 Nursing Research: Methods, Design, and Analysis	3
NURS 500 Thesis (thesis option)	1-15
OR	
NURS 582 Scholarly Inquiry for Advanced Practice Nursing (non-thesis option)	3

Formerly
NURS 500 Thesis	3
NURS 501 Nursing Research: Methods, Design, and Analysis	6
OR	
NURS 582 Scholarly Inquiry for Advanced Practice Nursing	3

Rationale: All MSN students must take NURS 501. Thesis students take NURS 500; non-thesis students take NURS 582. Currently the credit hours for NURS 500 and 501 in catalog are incorrect in this section although correct in individual course listing section. Also in current catalog it appears that students take either NURS 501 OR NURS 582. Impact on other units: None. Financial impact: None.

REVISE NURSING MAJOR, DNP

1. In the 2014-15 *Graduate Catalog,* under the introductory paragraph, remove the last sentence and 5 bullets and replace with the following heading and text for student learning outcomes.

Student Learning Outcomes (SLO)
Graduates of the program are expected to:
*   Integrate nursing science with other disciplines as the basis for the highest level of evidence-based advanced nursing practice to address health disparities and to improve the quality of healthcare.
*   Demonstrate and promote professionalism, advocacy, social justice, equity, ethical principles, and scientific integrity in advanced nursing practice.
*   Engage in and promote intra and inter-professional collaboration in clinical practice models, health policy, and standards of care for individuals, families, and communities across culturally diverse populations.
*   Generate system and outcomes research and analyze evidence from nursing and related sciences to translate findings into practice.

- Utilize current and emerging information systems/technology to support, evaluate, and improve: 1) nursing care, 2) healthcare systems, and 3) patient and population health.
- Synthesize and use appropriate theories, concepts and scientific data to support, evaluate and improve patient and population health.
- Assume leadership in advanced practice, health policy, mentoring, scholarship, and scientific inquiry.

Formerly: At the completion of the DNP program, students will be able to

Integrate nursing science with other disciplines as the basis for the highest level of evidence-based nursing practice.

Demonstrate professionalism, advocacy, ethical principles, and scientific integrity in advanced practice nursing.

Provide collaborative leadership in the development of clinical practice models, health policy, and standards of care for diverse populations.

Generate system and outcomes research and analyze other evidence to guide improvements in practice.

Utilize information systems/technology to support and improve nursing care and healthcare systems, and prevent illness and disability.

2. In the 2014-15 *Graduate Catalog* under admissions heading, revise 4th bullet as follows:

- Achieve competitive score on the verbal and quantitative portions of the Graduate Record Examination if undergraduate GPA is below 3.3. If undergraduate GPA is 3.3 or above, then applicants are exempt from the GRE requirement.

Formerly: Have achieved a competitive score on the verbal and quantitative portions of the Graduate Record Exam.

Rationale: Analysis of GRE scores of applicants over 5 year period of time demonstrated no variability. No correlation seen between GRE, ability to complete program, or ability to successfully complete certification examination post-graduation. Survey of peer and aspirational schools and colleges of nursing revealed growing trend not to require GRE pre-admission. Impact on other units: None. Financial impact: None.

3. In the 2014-15 *Graduate Catalog* add heading and text for residence requirement.

Residence Requirement

Residence is defined as a minimum of 6 credits of registration for a given semester on the campus where the program is located. The summer term is included in this period. During residence, it is expected that the student will be engaged in at least 6 hours on-campus study toward a graduate degree. For the doctoral degree, a minimum of two consecutive semesters of residence is required, except in programs where alternative or additional residence requirements have been approved. A statement as to how and during what period of time the residence requirement has been met will be presented with the Application for Admission to Candidacy along with signatures of approval from the major professor and the department head/program director.

Rationale: The DNP Program is organized as a part-time program with a typical semester course load of 6 hour to accommodate working professional nurses. This change complies with the spirit of the residence requirement with adaptation for our part-time curriculum. Impact on other units: None. Financial impact: None.

4. In the 2014-15 *Graduate Catalog* revise program requirements for concentrations as follows:

Requirements for Family Nurse Practitioner concentration	Hours Credit
NURS 501	3
NURS 504	3
NURS 505	3
NURS 515	3
NURS 570	6
NURS 571	3
NURS 572	2-4
NURS 573	8
TOTAL	33

Formerly:

NURS 501	3
NURS 504	3
NURS 505	3
NURS 515	3
NURS 580	3
NURS 581	3
NURS 571	4
NURS 572	3
NURS 586	3
NURS 587	6
TOTAL	35

Rationale: Reflects DROP Course changes above. When BSN to DNP program proposed, it was thought that these students would need different didactic/clinical courses than MSN concentration. However, foundational courses for both programs are identical in content. Additional DNP clinical experiences are provided in NURS 631, 632, 633. Impact on other units: None. Financial Impact: None [courses have never been taught].

REVISE NURSING MAJOR, PHD

1. In the 2014-15 *Graduate Catalog* remove last sentence of introductory paragraph and the 6 bullets and replace with the following heading and text for student learning outcomes.

Student Learning Outcomes
Graduates of the program are expected to:
*   Analyze, test, refine and expand the theoretical basis of nursing
*   From multiple modes of inquiry, select the most appropriate to conduct research that generates knowledge and advances nursing as a discipline
*   Provide leadership as nurse scientists in transforming health and healthcare
*   Collaborate with members of other disciplines in theory development, health-related research, and other scholarly activities
*   Maintain professional standards, ethical principles and scientific integrity in scholarly activities
*   Communicate the outcomes and implications of scholarly activities to professional and general audiences through multiple modes of dissemination

Formerly: Specifically, the graduate of this program should be able to:
   Analyze, test, refine, and expand the theoretical basis of nursing science.
   Conduct research that generates knowledge and advances nursing as a discipline.
   Provide leadership as nurse scientists who can function in a variety of roles and settings.
   Collaborate with members of other disciplines in health-related research.
   Develop, implement, evaluate, and recommend health care policy.
   Demonstrate professionalism, advocacy, ethical principles and scientific integrity.

Rationale: In preparation for Commission of Colleges of Nursing Education [CCNE] accreditation review and visit in March 2015 and Academic Program Review, all program curricula was reviewed/revised to reflect current standards, specifically *Essentials of Master's Education for Advanced Practice Nursing* and *Essentials of Doctoral Education for Advanced Practice Nursing*. Existing program outcomes were rewritten as student learning outcomes which reflected CCNE language. Impact on other units: None. Financial impact: None.

2. In the 2014-15 *Graduate Catalog* revise program requirements as follows:

The following courses are required for all students.

	Hours Credit
NURS 601 - Philosophy and Theory for Nursing Science	3
NURS 603 - Nursing Research and Inquiry	3
NURS 605 - Middle-Range Theoretical Formulations for Nursing Science Development	3
NURS 606 - Nursing Research Seminar	3
NURS 607 - Qualitative Nursing Research	3
NURS 608 - Quantitative Nursing Research	3
NURS 611 - Advanced Quantitative Nursing Research	3
NURS 609 - Research Practicum	3
NURS 610 - Nursing Science Seminar	2
NURS 612 - Health and Health Care Policy/Planning	3
NURS 613 - Nursing Leadership in Complex Systems	3
- Inferential Statistics	3
- Multivariate Statistics	3
- Cognates*	6
NURS 600 - Doctoral Research and Dissertation	<u>24</u>
Total	68

Formerly:

NURS 601	3
NURS 603	3
NURS 605	3
NURS 606	3
NURS 607	3
NURS 608	3
NURS 609	3
NURS 610	2
NURS 612	3
NURS 613	3
Inferential Statistics	3
Multivariate Statistics	3
Cognates*	6
Elective	3
NURS 600	<u>24</u>
Total	68

Rationale: Reflects addition of proposed Advanced Quantitative Nursing Research course replacing Elective 3 credit hours. Impact on other units: None. Financial Impact: None.

College of Social Work

I. COURSE CHANGES

(SOWK) Social Work

REVISE TITLES

SW 532 Motivational Interviewing (3)

 Formerly: Short-Term Interventions

SOWK 570 Evidence-based Policy and Practice with Families (3)

 Formerly: Evidence-based Practice with Families

SOWK 571 Evidence-based Policy and Practice with Children and Adolescents (3)

 Formerly: Evidence-based Practice with Children and Adolescents

SOWK 572 Evidence-based Policy and Practice with Older Adults (3)

 Formerly: Evidence-based Practice with Older Adults

 Rationale: The revised course titles more accurately reflect course content. Impact on other units: None. Financial impact: None.

II. PROGRAM CHANGES

REVISE REQUIREMENTS FOR TRAUMA TREATMENT GRADUATE CERTIFICATE

In the 2015-16 *Graduate Catalog*, remove current catalog text and replace with the following:

The graduate certificate program in trauma treatment is only intended for currently admitted Social Work graduate students. This program provides students with the coursework and practical experience needed to provide trauma-specific, evidence-based interventions, and trauma-informed programming and policy development.

Field Placement Requirements
In addition to course requirements, trauma treatment students are required to elect a second year field placement that has the opportunity to focus on work with and/or on behalf of populations experiencing trauma. The learning plan will include trauma-specific learning goals.

Application Process
In order to be considered for the program, students must apply during the semester prior to their concentration year. The application includes a brief personal statement describing reasons for participating in the program, professional career goals, and a tentative schedule for the elective courses the student would like to take. Applications must be turned in during the semester before the first concentration semester begins. Students entering the concentration year either during the summer or fall of the following year will receive information about the program in early November. All applications must be turned in no later than February 15 of the following semester. However, entry into the program is on a first serve basis, so consider applying early if interested. Students entering their concentration year during the spring semester should contact the Chair of the Trauma Treatment Certificate Program during the fall semester preceding their concentration year.

Admission
To be admitted to this program, students must submit an application to the Chair of the Trauma Treatment Certificate Program by February 15.

Requirements
The certificate requires 12 hours of course work: 6 elective hours specifically designated as trauma specific, 3 selective hours with one assignment in the course on a trauma-specific topic, 3 concentration course hours with one assignment in the course on a trauma-specific topic, and 12 hours in a trauma-specific field placement. Other courses may, with the permission of the trauma treatment chair, be substituted for the courses listed.

Trauma treatment students are required to complete the following free on-line training prior to the start of their concentration year field work: Trauma Focused Cognitive Behavioral Therapy (TF-CBT) http://tfcbt.musc.edu/

In addition, trauma treatment students will develop a plan in preparation for their concentration field that focuses on trauma-specific learning. The field placement must be approved by the MSSW Field Coordinator.

1) The selective and concentration courses must include a trauma-specific assignment approved by the trauma treatment Chair. Trauma treatment students will work with their instructors to identify an appropriate assignment for their class.

2) Trauma treatment students must take two trauma electives (6 hours)
        SOWK 531 (3) Trauma Theory and Practice, required; <u>and</u>
        SOWK 529 (3) Military Social Work; or
        SOWK 533 (3) Treatment of Trauma; or
        SOWK 540 (3) Disaster Management and Trauma-Informed Systems

3) Attend two (2) approved online or face-to-face seminars a semester, for a total of 3 hours.

Students are advised to refer to the *College of Social Work Student Handbook* for further information.

Rationale: Revisions are necessary to include updated admission requirements, revised course numbers and clarification of field & seminar requirements. Impact on other units: None. Financial impact: None.

Graduate Courses Not Taught in Four or More Years
TO BE DROPPED FALL 2015

Note: *If courses are cross-listed and the primary course is dropped, the secondary course(s) will also be dropped.*

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015 YES	DROP EFFECTIVE FALL 2015 NO	IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES							
Animal Science ANSC	**535 Ruminology**			X	Content of 535 is fundamental-critical for training ANSC graduate students with interest in pursuing careers in the area of ruminant nutrition. No other course on campus offers ruminant-rumen related content. The course has not been offered for several years because ruminant nutrition faculty retired. We were not able to replace individuals in a timely manner for it to be offered. Retirement of our ruminant nutrition based faculty decreased student numbers significantly. To address this glaring deficiency in our Animal Science graduate program with emphasis on agriculturally important farm animals, we have recently hired two ruminant nutritionists and have recently been approved to hire two additional faculty. The new hires will be expected to mentor graduate students who would need-expect this course be available to provide foundational base knowledge in this area. The individual who will be hired as a result from a faculty search that is currently underway will teach this course. The number of ruminant nutritionists in the country is limited. Building our faculty base with expertise in this area while providing critical course work will assist us with attracting higher quality graduate students to our program.		
COLLEGE OF ARCHITECTURE AND DESIGN							
Architecture ARCH	**573 Architectural Design Studio: Urban Context**			X	Plan to teach course within the next year.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015 YES	NO	IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
Architecture ARCH	**589 Urban Site Planning Workshop**		X				
COLLEGE OF ARTS AND SCIENCES							
Anthropology (ANTH)	**580 Advanced Human Variation**		X			2013 list	Drs. Anderson and Heath would like to keep for their summer field schools for grad students who may want to enroll.
	583 Skeletal Biology			X	Department will try to offer course in 2016.		
Biochemistry and Cellular & Molecular Biology (BCMB)	**562 Introduction to Electron Microscopy – Transmission Electron Microscope**			X	Course is being revised with new instructors teaching it next spring. Will actively recruit students and expect the new course format to be more popular with graduate students.	2013 list	This was offered Spring 2012 but had no enrollment. Would like to keep for now and try it again.
Ecology and Evolutionary Biology (EEB)	**582 Mathematical Ecology II**	**Secondary course.** *Primary course is: MATH 582*		X	The primary course Math 582 is offered every spring.		
French (FREN)	**540 French Literature and Culture I**			X	Course is scheduled to be offered spring 2015. A new hire will teach it.		
	584 Modern Theory and Criticism		X				
Geology (GEOL)	**563 Stable Isotope Geochemistry**			X	Course is scheduled to be offered spring 2015.		
	585 Contaminant Hydrogeology			X	Course is taught by department head that has a reduced teaching load. It will be offered in the near future as time allows.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Mathematics (MATH)	**514 Mathematical Principles of Fluid Mechanics II**			X	Core course for the applied math program and forms a sequence with Math 513, which was taught in 2013. Deleting 514 would destroy the sequence. Course is scheduled to be offered Fall 2015. A faculty member who taught 513 in 2013 has expressed a strong interest in teaching this course.		
Musicology (MUCO)	**560 Music in the Classic Period**		X				
	570 Music in the 19th Century		X			2013 list 2012 list 2011 list	2013: Department has hired a new faculty member in this field and expects to start offering the course every other year. 2012: Faculty member who taught course left UT. New faculty member coming next year will teach course.
Music Performance (MUPF)	**540 Euphonium**			X	Music has a new faculty member and it is anticipated that enrollment will increase in the Tube/Euphonium Studio which will include graduate students needing this course.	2013 list 2012 list 2011 list	2013: Department would really like to keep course as it is on the list of optional/elective courses in the graduate theory and composition programs. They will try to offer it more often. 2012: Was offered for sp 2012, but with no enrollment.
	585 Harpsichord			X	It is anticipated that a new faculty member will increase enrollment in the Organ Studio which will include grad students needing this course.	2013 list 2012 list 2011 list	Would like to keep for future Harpsichord students.
Physics (PHYS)	**561 The Theory of Relativity**		X				
	606 Nonlinear Optics			X	This course is needed for students concentrating in optical and/or applied physics. It will be next taught in spring 2015 and once every 2 years subsequently.		
	610 Quantum Optics			X	This course is needed for students concentrating in optical and/or applied physics. It will be next taught in fall 2015 and once every 2 years subsequently.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Political Science (POLS)	682 Theory & Analysis of U.S. Foreign Policy Processes			X	Due to lack of faculty members in this area and to course buyouts from a large grant, we were unable to offer this class. But we have hired two new faculty members and the usual instructor no longer has administrative releases. The course will be offered within the next 3 semesters.		
Psychology (PSYC)	540 Nonparametric Statistics			X	Department has a faculty member, Dr. Freeberg, who is planning to take over teaching this course in the next few years. He has not had time to prep the course yet, due to several sabbaticals, Fulbright, etc.		
	543 Cognitive Science		X			2013 list	Faculty will meet soon to plan grad courses for the next few years. Some recent special topics courses could have been taught under this number so they will likely use the course more in the near future.
Spanish (SPAN)	531 Old Spanish			X	This course is taught by a faculty member who is on a NEH fellowship. It will be offered in the next two years.		
	535 Golden Age Poetry		X				
	537 Golden Age Drama		X				
	550 Techniques of Literary Analysis & Research Methods		X				

COLLEGE OF BUSINESS ADMINISTRATION

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	YES	NO		ON PREVIOUS LISTS	PRIOR RATIONALE(S)
Statistics (STAT)	677 Statistical Modeling		X				
	679 Multivariate Statistical Modeling		X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015 YES	DROP EFFECTIVE FALL 2015 NO	IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES							
Child and Family Studies (CFS)	**633 Survey Design and Analysis**	Secondary course. *Primary course is: Sociology 633*	X				
	652 Men and Families			X	Dr. P. Blanton will teach this course in fa 2015 and Dr. S. Olmstead will teach it every 2-3 years following. It's an important course for those studying family dynamics. We would like to retain course in our curriculum.		
Counselor Education (COUN)	**671 Assessment in Counseling Psychology I**	Secondary course. *Primary course is: Psychology 667*	X				
Educational Psychology (EDPY)	**535 Types of Teaching and Learning**		X				
English Education (ENED)	**597 Teaching Drama, Grades 7-13**			X	This is one of our optional electives that we offer for students to complete their 12 hour electives. We will offer it su 2015, with Allison Varnes (GTA, who has drama/theatre background) as co-instructor.		
Higher Education Administration (HEAM)	**536 Policy Issues in Higher Education Quality Assurance**		X				
Special Education (SPED)	**554 Assessment in Early Childhood Special Education**		X				
Theory and Practice in Teacher Education (TPTE)	**587 Web Design for Teachers: Designing Web-based Learning Centers**		X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
College of Engineering							
Aerospace Engineering (AE)	**551 Aerospace Mechanics**		X				
	681 Advanced Viscous Flow Theory			X	UTK response: drop course UTSI response: will be taught spring 2015. Same justification as 2013.	2013	UTSI – Important 600 level course at UTSI for PhD students who are specializing in the area of fluid dynamics.
Chemical and Biomolecular Engineering (CBE)	**562 Application of Multivariate Statistics to Process Modeling and Data Analysis**	**Primary course** *Secondary course is: Industrial Engr 562*	X				
Civil Engineering (CE)	**555 Transportation Systems Analysis**		X				
	630 Constitutive Behavior of Geomaterials			X	We are planning to offer this course in Spring 2015.		
Electrical and Computer Engineering (ECE)	**506 Digital Signal Processing II**			X	Course should be preserved as a core graduate course. Plan to be taught next year.	2013 list	Course should be preserved as a core graduate course
	643 Detection and Estimation Theory			X	Course should be preserved. Plan to offer Spring 2015.		
	644 Coding and Information Theory			X	Course should be preserved. Plan to offer Fall 2015.		
	653 Advanced Computer Networks			X	Course should be preserved. Plan to offer Fall 2015.		
Engineering Management (ENMG)	**535 Management of Technology**		X				

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	**NO**			
Environmental Engineering (ENVE)	**543 Instrumentation and Measurement**	**Secondary course.** *Primary is: Biosystems Engineering 543*	X		As far as we are concerned (CE).		
	562 Three Dimensional Climate Modeling			X	Planning to offer spring 2015.		
Materials Science and Engineering (MSE)	**532 Metallurgy of Deformation and Fracture**			X	The instructor (Prof. Liaw) has developed a number of courses to cover the failure of advanced materials including bulk metallic glasses and high entropy alloys. These courses will take their turn in being offered and MSE 532 will be taught in Fall 2015.		
	666 Nanoindentation and Small-Scale Contact Mechanics			X	The instructor (Prof. Pharr) is on a reduced teaching load because he is a joint faculty with ORNL and also the head of the Joint Institute of Advanced Materials. He has been rotating between undergraduate & graduate courses. MSE 666 is scheduled to be taught in Spring 2015.		
Mechanical Engineering (ME)	**518 Computational Fluid Dynamics**	**Primary course.** *Secondary courses are: Aerospace Engr 518 and Biomedical Engr 518*		X	Secondary courses are being taught.		
	526 Combustion and Chemically Reacting Flows II		X		After discussion, Curriculum Committee voted to DROP the course. (The Curriculum Committee voted to DROP the course because - multiple times listed on report and did not indicate a specific semester the course would be taught. Department has opportunity to attend Graduate Council and ask that course be retained and give a plan when course will be taught). UTK – Drop UTSI – Course is required to complement ME 525 that was taught last year. This is an important course sequence to keep. We have the goal of offering this course in the coming academic year.	2013 list 2012 list 2011 list	**2013 response**: UTSI – Course is required to complement ME 525 that was taught last year. This is an important course sequence to keep. Recently hired faculty at UTSI will be offering the 525/526 sequence in the coming academic year. **2012 response**: UTK – Needed to support combustion research at UTK. UTSI – Course is required to complement ME525 that was taught last year. This is an important course sequence to keep.

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Mechanical Engineering (ME)	577 Neural and Fuzzy Approaches in Engineering	Secondary course. *Primary is: Nuclear Engineering 577*	X				
	589 Hybrid Electric Vehicle Control Systems Design & Analysis			X	Necessary course in hybrid vehicle program.		
	631 Advanced Biomechanics II	Secondary course. *Primary is: Biomedical Engineering 631*		X	Keep the secondary course.		
Nuclear Engineering (NE)	653 Theory of Information Processing			X	The course did not make the higher enrollment cap the last time, but will be taught within the next year.		
College of Law							
Law (LAW)	840 Commercial Law		X				
	941 Land Acquisition and Development Seminar			X	This course is taught by an associate dean whose administrative duties have kept him from teaching the course recently but who plans to resume teaching it in the near future.		
	985 Workers' Compensation			X	Credit hours for this course were revised from "3 hrs" to "2 or 3 hrs," effective for 2014-15, to reflect the recent practice of offering Workers' Compensation as a 2-hour course (under the course number 990, Issues in Law). We expect to continue to offer the course at least once every two years.		

ACADEMIC DISCIPLINE	COURSE NUMBER AND TITLE	CROSS-LISTED COURSE	DROP EFFECTIVE FALL 2015		IF NO, DO NOT DROP COURSE WAS CHECKED IN PREVIOUS COLUMN, GIVE JUSTIFICATION FOR RETAINING	ON PREVIOUS LISTS	PRIOR RATIONALE(S)
			YES	NO			
Intercollegiate							
Aviation Systems (AVSY)	**509 Introduction to Aircraft Structures**		X			2013 list	Course will be offered within a year.
Nursing							
Nursing (NURS)	**554 Care of the Well Woman and Minor Acute Illnesses**		X				
	555 Care of the Pregnant Woman		X				
	580 Family Nurse Practitioner I for DNP Students		X				
	581 Family Nurse Practitioner I Clinical for DNP Students		X				

Number of courses to DROP   31
Number of courses to RETAIN   33

Number of courses on list   64

The undergraduate *Courses Not Taught in 4 or More Years* Report did not appear in their October Agenda. Therefore, the Undergraduate Curriculum Committee did not review the report and consequently, there are no 400-level courses for graduate credit to drop from the 4 or More Report.

ATTACHMENT 4

Graduate Deans' Group
Thursday, November 6, 2014, 3:00 – 4:30 p.m.
Haslam Business Building, Brinkley Room 334

Attending:
Caula Beyl (for John Stier), Bruce Behn, Ernest Brothers, Pat Freeland, Mary Gunther, Stephan Kania (for Michael McEntee), Yvonne Kilpatrick, Sandy Leach, Catherine Luther, Lisa Mullikin, Stefanie Ohnesorg, Masood Parang, Dixie Thompson

The meeting was called to order by Carolyn Hodges at 3:00 p.m.

1. The Minutes of August 28, 2014 were approved.

2. Leave of Absence Form – Carolyn Hodges
    The Leave of Absence Form is available and posted on the Graduate School website.

    The Leave of Absence Request was designed for medical reasons and other emergencies that prevent the student from continuing academic work for a specified period of time. Supporting documentation must be submitted with the LOA form. The Reinstatement Form will be posted soon 2015 Graduate School Fellowship information will be sent to you soon.

3. Graduate Student Compliance Issues – Carolyn Hodges
    Dr. Hodges shared for review and input a draft of a form proposed by Dr. Robert Nobles, Assistant Vice Chancellor, Office of Research and Engagement, to verify compliance with laws and regulations of research for all dissertations, theses, and other research projects submitted by graduate students. The form will be included as an addendum to the existing Approval Sheet (graduation approval form that is submitted to the Thesis/Dissertation consultant).

    This third sheet of the Approval Sheet must be completed, signed, and turned in at the time of final submission of the thesis or dissertation but should be presented initially at the review of the student's thesis or dissertation proposal.

    Dr. Hodges will meet with Dr. Nobles to review and address questions raised about (1) when the form should be completed; (2) other compliance protocols not listed on the form; (3) changes, if any, in expectations with respect human subject approvals and IRB compliance.

4. Independent Development Plans – Ernest Brothers
    Dr. Ernest Brothers circulated copies of a handout from the National Institutes of Health (NIH) to share the revised policy on the implementation and use of Individual Development Plans (IDPs) for graduate students and postdoctoral appointees. This revised policy, mandated by NIH, began October 1, 2014 and includes a section to describe how IDPs are used to identify and promote the career goals of graduate students and postdoctoral researchers. NIH will not require but strongly encourages institutions to develop and use IDPs for graduate students and postdoctoral researches supported by NIH awards. The Office of Graduate Training and Mentorship and the Office of Research and Engagement are collaborating to assist principal investigators, graduate students, and postdoctoral researchers in meeting this requirement. The NIH link is
    http://grants.nih.gov/grants/guide/notice-files/NOT-OD-14-113.html.

5. English Placement Exam (EPE), Proposed Pilot Program – Carolyn Hodges
    Normally in the fall and spring semesters the EPE exam is administered to all international students and students whose native language is not English. The new pilot program for spring 2015, proposed

by Dr. Tanita Saenkhum (English Department), who supervises the EPE and placement, will look at TOEFL and IELTS scores to determine whether those graduate students will be placed in English 121. TOEFL scores between 80 and 99 will be placed in English 121. TOEFL scores at 100 or above are not required to take 121. Scores below 80 are still required to take classes at the English Language Institute (ELI).

6. Admissions Initiatives – Yvonne Kilpatrick

Graduate Admissions is in the process of implementing a new recruiting tool, PROSPECT, through CollegeNET. It is a customer relations management tool that is a part of the existing ADMIT function in Graduate Admissions and has the potential to enhance recruitment outcomes by providing an efficient and convenient means of communication between tie programs and their student prospects. The pilot project includes the following programs: Business, Communications, and Chemistry and Mathematics. Representatives from the programs have engaged in several weekly meetings with Graduate Admissions to discuss implementation and develop options to help other programs come on board. This recruiting tool will help develop communication and dialogue between the prospective student and the program.

Additional Admission Decision Option – Yvonne Kilpatrick
The staff in Graduate Admissions will send reminders to the departments about students waiting several weeks for a decision on their admission to the program. To help alleviate the problem, Graduate Admissions has developed an additional decision option for programs, namely, to indicate "No Department Action Taken" on the decision. With this option the students will receive a letter that prompts them to contact the department to secure more information about their status and potential for acceptance; in some cases the students might be directed to update their applications to a different term.

7.   Reminders Regarding Graduate and Professional Students – Dr. Carolyn Hodges

Graduation Deadlines
The graduate student deadline dates for graduation in fall 2014 and spring 2015 are posted on the Graduate School web site at: http://gradschool.utk.edu/ddategraduation.shtml . In addition to meeting the deadline dates for submission of required materials, students must have original signatures on all forms that require faculty signatures.

Grades of Incomplete
The grade of Incomplete (I) should be used sparingly and reserved for unforeseen circumstances that prevent the student from completing the requirements of the course. The student and instructor must decide and should have on record the terms and time limit for removal of the I. Students may not re-register for that course or take any other course with the expectation that the work done will serve to remove the Incomplete.

Probation and dismissal
Students and advisors should check the student's academic status at the end of each term to determine if the student is in good standing, on probation, or eligible for dismissal. The Graduate School reviews graduate student academic records at the end of each term including summer. Following that review, letters regarding dismissal will be sent to the student and the director of graduate studies.

Work Assignments and Additional Pay for Graduate Assistants, Graduate Teaching Assistants/Associates, and Graduate Research Assistants

For a one-fourth (25%) time appointment, the graduate assistant's normal work time should not exceed 10 hours per week. For a one-half (50%) time appointment, the average number of hours should not exceed 20 hours per week. Appointments and additional pay exceeding 20 hours must have prior approval of the Dean of the Graduate School, excluding summer term and the period between semesters. International graduate and professional students may not work over 50% time (20 hours) during the academic fall and spring terms. All graduate and professional students with assistantships may work

additional hours beyond 20 without prior approval if the work is done between semesters or during the summer term.

Approval of additional hours over the course of a semester is generally reserved for advanced students for whom the work is related to professional and/or academic development. Students at all levels will be considered for approval for additional work for short-term assignments, such as assisting with conferences or other special events. Whether the proposed assignment will be done within the student's program or for an external unit, requests for approval must be sent to the Dean of the Graduate School from the department head or student's advisor and indicate the student's current assistantship assignment, a brief description of and timeline for the additional work that will be done, indication of the student's good academic standing, and a justification for requesting that student for the assignment.

NEW POLICIES EFFECTIVE FALL 2014
In spring 2014 the Graduate Council ratified the polices listed below. Detailed information is available in the *2014-15 Graduate Catalog* at http://catalog.utk.edu/index.php

Continuous Enrollment
Graduate and professional students are required to maintain active status in their programs through continuous enrollment from the time of initial enrollment until graduation. They must register for a minimum of one graduate credit hour per semester, excluding summer, unless stipulated otherwise by the program. Please note, however, that students who have begun taking dissertation hours (course 600, Doctoral Research and Dissertation) must maintain a minimum of three credit hours per semester every semester, including summer. International students must check with the Center for International Education, as their minimum enrollment requirements might differ. The time during which the student is on LOA will not be counted toward time to degree. For full details, please consult the *2014-15 Graduate Catalog*.

Leave of Absence and Reinstatement
If personal emergencies or other extenuating circumstances arise causing a student to have to interrupt his/her studies, the student may file a Request for Leave of Absence (LOA) for a maximum of two years. The LOA may be granted by the Graduate School upon approval of the home department or program. Students who have been granted a leave of absence are eligible for reinstatement to active status and do not have to apply for readmission. Please consult the *2014-15 Gradate Catalog* for rules and procedures regarding this process.

Consequences of Non-Enrollment without Leave of Absence
Students who do not maintain continuous enrollment will lose their active status and may not continue in his or her program until readmitted. Upon readmission, students will be responsible for payment for retroactive enrollment for the missed terms during which no LOA was sought or granted. Full details are available in the *2014-15 Graduate Catalog*.

Forms for requesting leave and reinstatement will be available soon.

The meeting was adjourned at 4:00 p.m.