



9-8-2011

# Graduate Council Minutes - September 8, 2011

Graduate Council

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## THE UNIVERSITY OF TENNESSEE

September 8, 2011 Minutes

Members Present

David Anderson, Pam Angelle, Seung Baek for Steve Kania, Jane Bellamy, Ben Blalock, Ralph Brockett (Chair Elect), JoAnn Cady for Blanche O'Bannon, Luis Cano, George Dodds, Michael Essington, Patricia Freeland, Tom George, Will Gibbons, Frank Guess, Camille Hall, Donald Hodges, David Keffer, Jan Lee, Leann Luna, Catherine Luther, Zhongguo Ma, Sibyl Marshall, Michael McEntee, Jennifer Morrow, Joann Ng Hartmann for Pia Wood, Stefanie Ohnesorg, Greg Petty, Jeff Phillips, Cynthia Rocha, Marian Roman, David Royse for Marianne Breinig, Todd Skelton, Rita Smith, Marlys Staudt, Ahmad Vakili for Christian Parigger, Christian Vossler, Michael Zemel (Chair), Songning Zhang, Ernest Brothers, Catherine Cox, Joy DeSensi, Gay Henegar, Carolyn Hodges, Yvonne Kilpatrick, Cheryl Norris, Kay Reed.

The Graduate Council meeting was called to order by Michael Zemel on Thursday, September 8, 2011, at 3:00 p.m. in the Multipurpose Room, Black Cultural Center.

1. Minutes of the Preceding Meeting

The minutes of the August 18, 2011 meeting were approved by the Graduate Council.

2. Committee ReportsAcademic Policy Committee

Stefanie Ohnesorg, Chair of the Academic Policy Committee, presented the report for the September 1, 2011 meeting. (Attachment 1)

A proposal to change the Graduate Catalog Policy on Admission Requirement was discussed. Lists of questions were compiled for Yvonne Kilpatrick, Interim Director of Graduate Admissions, and Joann Ng Hartmann, Associate Director at Center for International Education. They are to attend the next Academic Policy Committee meeting to answer the questions and assist the committee in its discussion of the proposal.

Curriculum Committee

Sibyl Marshall, Chair of the Curriculum Committee, reported for the August 25, 2011 meeting. Graduate Council approved all changes submitted. (Attachment 2)

The THEC policy changes were discussed. Sibyl summarized what needs to be considered when submitting a program proposal:

- The program is not a duplicate of another statewide program.
- Funding is already secured, and no additional funding will be needed.
- The program curriculum must meet the criteria for articulation and transfer.

### 3. New Business

There was no new business.

### 4. Administrative Reports and Announcements

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

Carolyn Hodges, Vice Provost and Dean of the Graduate School, presented the following information:

- The graduate student enrollment was up +9 on the 14-day enrollment report.
- The Dean, Director and Department Head Retreat that was recently held reviewed the Top 25 Vol Vision. The Provost website has a link to Vol Vision (<http://www.utk.edu/volvision-top25/>). Implementation teams will soon begin to meet to work on action. Please email Dr. Hodges if you have any comments or would like to serve in any capacity.
- The Chancellor is considering providing funding to establish 60 to 75 new fellowships. Hopefully, the funds will be available as recruiting tools for next year or the following year.
- Memoranda of Understanding (MOUs) have been established with three institutions. From international linkages, one Ph.D. student is currently attending University of Tennessee from the University of Padua in Italy. From domestic university agreements, two MOUs have been established with Jackson State University (Public Health) and Morehouse College (Kinesiology, Recreation and Sport Studies).

#### *Graduate Deans' Group*

Joy DeSensi, Chair of the Graduate Deans' Group, report for the August 25, 2011 meeting. (Attachment 3)

- Limited Exceptions for Conditional Admissions will be on a case by case basis according to the stipulated guidelines.
- Overtime hours for Graduate Teaching Assistants and Associates must be approved by the Graduate School prior to the overtime. International students are not allowed to work beyond the 20-hour limit provided by assistantships.
- THEC revisions were reviewed and the procedure discussed as information for the group.
- A conference call with Kristina Stulic, Assistant Director of the Institute of International Education, to discuss the Fulbright Program.

#### *Graduate Student Senate*

Todd Skelton, President of the Graduate Student Senate, presented the following information:

- Graduate Student Travel Awards will be announced soon. The committee is constantly working on the criteria and review process.

- Next Graduate Student Senate meeting is at the end of September.
- At the first of October there will be a Town Hall meeting for all graduate students. The meeting will be at the Law School.
- Discussions are on-going regarding parking, health insurance, etc.

Graduate Council Chair

Michael Zemel, Chair of the Graduate Council, expressed his concern with Top 25 Vol Vision.

The meeting was adjourned at 3:35 p.m.

Respectfully Submitted,

Gay Henegar  
Secretary to Graduate Council

**ATTACHMENT 1**

ACADEMIC POLICY COMMITTEE  
THURSDAY, SEPTEMBER 1, 2011  
111 STUDENT SERVICES BUILDING

**REPORT**

Present: Stefanie Ohnesorg (Chair), Ralph Brockett, Yanfei Gao, Camille Hall, LeAnn Luna, Jennifer Morrow, Christian Parigger, Kay Reed, Marian Roman, Todd Skelton.

The meeting was called to order by Stefanie Ohnesorg, Chair, at 2:15 p.m. in 111 Student Services Building.

Stefanie Ohnesorg reviewed the committee web page and bylaws, including the process for setting agendas for the meetings. She reviewed the use of Blackboard for posting documents and agenda items that guide committee work.

1. Proposal to Change Graduate Catalog Policy: Admission Requirement

A proposal to change an admission requirement related to transcript submission that was developed by Yvonne Kilpatrick, Director of Graduate Admissions, was distributed for review and preliminary discussion by the committee (Attachment 1). Stefanie stated that one of the priorities in the implementation of the Top 25 Initiative relating to graduate education is to improve graduate admissions processes. This proposal is designed to expedite the processing of admission applications by allowing graduate students to send unofficial transcripts at the time of application and to base an initial admission decision on these unofficial transcripts. According to this proposal, students are still required to provide official transcripts once admitted.

The committee welcomes this attempt to align with the Top 25 Implementation Plan and began to review the proposal, discussing the changes as they would impact admission of international students specifically. Several questions were raised in this context, and the committee decided that authoritative answers could only come from those experts directly related to these processes. Therefore, the committee proposed to invite Yvonne Kilpatrick and Joann Ng Hartmann, Associate Director of Center for International Education, to attend the October 6, 2011 APC meeting. We would like these experts to address the following questions, in particular:

Questions for Yvonne Kilpatrick:

- From the NAGAP report, did the schools using an admission process based on initial unofficial transcripts then compare all unofficial

transcripts with subsequently received official transcripts? Or was only a certain percentage checked? And if so, what determined the specific criteria for checking.

- What procedures for processing an unofficial transcript do these schools referred to in the NAGAP report use?
- Is the Office of Graduate Admissions planning on developing specific deadlines or timelines for the submission of unofficial and official documents beyond what is currently in place? Should these dates on the timeline fall before the cutoff for admission?

Questions for Joann Ng Hartmann:

- Do the I-20 and DS-2019 require official transcripts before they can be issued to the student?
- If the university finds fraudulent records or does not receive official transcripts and makes a decision to not allow the student to continue in registration for a second semester, what are the repercussions from the perspective of the legal responsibilities of the university? (When we offer an I-20/DS-2019 aren't we accepting for a longer period of time than one semester?)

The next meeting will be on Thursday, October 6, 2011 at 2:15 p.m. in 111 Student Services Building.

The meeting adjourned at 3:30 p.m.

**ATTACHMENT 2**

<b>Thursday August 25, 2011 3:45p.m.</b>	<b>Graduate Curriculum Committee Report</b>	<b>Law Library Rare Books Room 4<sup>th</sup> Floor</b>
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Present: Sibyl Marshall (Chair), Will Gibbons (Graduate Student Senate), John Ma, Gregory Petty, Jeff Phillips, Christian Vossler, Candace White, Kay Reed, Catherine Cox, Cheryl Norris.

Representatives from Colleges: Tom George, R.J. Hinde, Catherine Luther,

The meeting was called to order by Sibyl Marshall, Chair, at 3:45 p.m.

**Curricular Changes:** The committee approved for recommendation to Graduate Council the following curricular revisions from the colleges.

- College of Education, Health, and Human Sciences – one course revision and 3 program revisions.
- College of Social Work – two course revisions.
- Intercollegiate: Aviations Systems – six course revisions.

**Informational Items:**

- THEC Policy Changes – per their January 27, 2011 meeting.
- UTK – Notification and Levels of Approval for Curriculum Submissions Chart.

# COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES

All changes effective Fall 2012

## I. COURSE CHANGES

### DEPARTMENT OF KINESIOLOGY, RECREATION, AND SPORT STUDIES

#### (KNS) Kinesiology

REVISE TITLE

**515 Qualitative Biomechanical Analysis of Movement**

## II. PROGRAM CHANGES

### DEPARTMENT OF EDUCATIONAL PSYCHOLOGY AND COUNSELING

REVISE INTRODUCTORY TEXT: EDUCATION MAJOR, MS – INSTRUCTIONAL  
TECHNOLOGY CONCENTRATION

In the 2011-2012 *Graduate Catalog*, revise the introductory paragraph to add distance education sentence as the next to last sentence as follows:

#### **Education Major, MS - Instructional Technology Concentration**

... and for teaching and supervisory positions at the college level. This program offers elements of the curriculum online via distance education. For details visit:

[http://epc.utk.edu/instructional\\_technology/](http://epc.utk.edu/instructional_technology/)

REVISE TEXT: EDUCATIONAL PSYCHOLOGY MAJOR, MS – APPLIED EDUCATIONAL  
PSYCHOLOGY CONCENTRATION

In the 2011-2012 *Graduate Catalog*, revise text under the Requirements heading to add distance education sentence as the last sentence of the paragraph as follows:

#### **Requirements**

... the consent of the program committee. This program offers elements of the curriculum online via distance education.

### DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

ADD HEADING AND TEXT TO REFLECT DISTANCE EDUCATION OPTION (TEACHER  
EDUCATION MAJOR – MS)

In the 2012-2013 *Graduate Catalog*, add heading and text to the Teacher Education Major (departmental page and major description) to reflect distance education option as follows:

#### **DISTANCE EDUCATION**



Courses leading to a Track 1 Master's concentration in STEM (Science, Engineering, Mathematics and Technology) and Special Ed with specializations in Gifted Education are available via Distance Education.

## **COLLEGE OF SOCIAL WORK**

All changes effective Fall 2012

### **I. COURSE CHANGES**

#### **(SOWK) Social Work**

##### REVISE DESCRIPTION

**586 Advanced Field Practice (1-6)** Instruction and supervision in advanced evidence-based social work practice. Includes an agency-based experience. Students may take concurrent required concentration and elective courses, but are not required to do so.

##### REVISE GRADING (REVISE FROM S/NC TO LETTER GRADE ONLY)

#### **670 Critical Literature Reviews**

## INTERCOLLEGIATE AVIATION SYSTEMS

All changes effective Fall 2012

### I. COURSE CHANGES

#### (169) (AVSY) Aviation Systems

REVISE DESCRIPTION AND DROP (RE) PREREQUISITE(S)

**503 Air Vehicles (3)** Focuses on the study of air vehicles as they evolved to enable human flight or unmanned flight missions. In a historical review the development of aviation technology, mission requirements, and economical aspects are emphasized. Fundamentals of aerodynamic principles and their application to air vehicles will be developed to determine performance in level flight, climb, glide and maneuvering flight, as well as characteristic parameters as range and endurance. The state of the art of present air vehicles is investigated, as well as current problems in aviation and possible solutions. A technology forecast will be offered.

REVISE DESCRIPTION

**507 Introduction to Airborne Radar (3)** Covers pulse compression, FM ranging, Pulse Doppler Radar including Doppler effects, spectrum of pulsed signal, sensing Doppler frequencies, how digital filters work, the digital filter bank and the FFT, and measuring range rate. Return radar from the ground (scatter) including sources and spectra of ground return, effect of range and Doppler ambiguities on ground clutter, and separating ground-moving targets from clutter are also covered.

**508 Flight Test Instrumentation (3)** Will familiarize the student with the principles of flight test instrumentation, sufficient to allow the student to plan and instrument an aircraft to conduct a series of tests. Subjects to be covered include basic principles of measurement theory, components of an instrumentation system, specific sensors used for flight test, and the signal conditioning required to deal with typical flight test sensors. Will also cover interfacing and data acquisition with digital sensors that output their results in computer compatible format such as serial data streams. The class will make extensive use of LabVIEW to experiment with sensors and instruments in the laboratory and then will take selected instruments into UTSI aircraft for flight experience.

**516 Aircraft Flight Controls (3)** Static and dynamic longitudinal, directional, and lateral stability of aerospace vehicles will be investigated. Topics include contribution of vehicle components to stability and control, motion with fixed and free control surfaces, steady flight and maneuvering flight, flight test techniques, and introduction to control theory and design of automatic controls.

REVISE TITLE, DESCRIPTION, AND (RE) PREREQUISITE(S)

**521 Experimental Flight Mechanics: Fixed Wing Performance (3)** Fundamental theories, flight test techniques, and data collection and analyses for fixed wing aircraft performance. Topics: air data system calibration, takeoff and landing performance, turn performance, cruise performance, energy concepts, and aerodynamic modeling. Weekly classroom academics with approximately 4-6 flight labs.

*(RE) Prerequisite(s): 503.*

Formerly: (RE) Prerequisite(s): Aerospace Engineering 422.

REVISE TITLE, DESCRIPTION, DROP (RE) PREREQUISITE(S), ADD (DE) PREREQUISITE(S)

**522 Experimental Flight Mechanics: Fixed Wing Stability and Control (3)** Fundamental theories, flight test techniques, and data collection and analyses for fixed wing aircraft stability and control. Topics: static and dynamic longitudinal stability, longitudinal maneuvering stability and control, static and dynamic lateral-directional stability, lateral control power, and departure testing. Weekly classroom academics with approximately 4-6 flight labs.

*(DE) Prerequisite(s): 516 and 521.*

(RE) Prerequisite(s): Aerospace Engineering 422.

<b>THEC POLICY CHANGES</b>
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At their January 27, 2011 meeting, THEC revised the academic policies governing program proposals. Revisions are listed below as well as a chart outlining the required approvals for all types of curricular changes.

**Section Title: Academic Policies**  
**Policy Title: New Academic Programs: Approval Process**  
**Policy Number: A1.0**

- 1.0.10 **Scope and Purpose.** In accordance with Chapter 179 of the Legislative Act creating the Higher Education Commission in 1967, the Commission has the statutory responsibility to review and approve new academic programs, off-campus extensions of existing academic programs, new academic units ([divisions, colleges, and schools](#)) and new instructional locations for public institutions of higher education in the State of Tennessee. These responsibilities shall be exercised so as to:
- promote academic quality
  - maximize cost effectiveness and efficiency to ensure that the benefits to the state outweigh the costs and that existing programs are adequately supported
  - fulfill student demand, employer need and societal requirements
  - avoid and eliminate unnecessary duplication to ensure that proposed programs cannot be delivered through collaboration or alternative arrangements
  - encourage cooperation among all institutions, both public and private

These expectations for program quality and viability are underscored by Tennessee Code Annotated §49-7-202 as amended by Chapter 3, Acts of 2010 (1st Extraordinary Session). This Act directs public higher education to:

- A. Address the state's economic development, workforce development and research needs;
- B. Ensure increased degree production within the state's capacity to support higher education; and
- C. Use institutional mission differentiation to realize statewide efficiencies through institutional collaboration and minimized redundancy in degree offerings, instructional locations, and competitive research.

**Program Review Criteria** -- In order to ensure that these responsibilities are optimized, the Commission strenuously considers the following criteria in order to maximize state resources:

**Need** – evidence of program need that justifies institutional allocation/ reallocation of state resources (See A1.1.20I New Academic Programs).

**Program Costs/Revenues** – evidence should be provided that program costs will be met from internal reallocation or from other sources such as grants and gifts ~~instead of being met from additional Formula dollars will be viewed favorably~~. Institutional commitment should be consistent with the centrality and level of priority as described in the program proposal [and projected on THEC Fiscal Projection form \(Attachment A\)](#).

**Quality** – evidence should be provided ~~based on required criteria that are identified on forms for new program proposals~~ [that assessment, evaluation, and accreditation criteria \(A1.1.20M\) are being met.](#)

- 1.0.20 **Schedule.** The Commission will normally consider proposals for new programs, extensions of existing academic programs, academic units, and instructional

locations ~~only at its July and January meetings; however, in special circumstances, consideration may be given at other Commission meetings~~ at each regularly scheduled Commission meeting.

1.0.30 **Action.** Commission action on a given proposal must follow approval by the governing board and may take one of four forms:

- approval
- disapproval
- conditional approval
- deferral

Conditional approval may be granted in special cases. This type of approval is reserved for programs for which the need is temporary. Conditional approvals will identify a date that the program must be terminated.

1.0.40 **Funding.** Evidence must be provided on forms for approval of new academic programs relative to internal reallocation ~~and/or~~ and other sources such as grants and gifts must be validated. The Commission will approve no special start-up funding (See 1.0.10, Program Costs/Revenue).

1.0.50 **Early Consultation/Notification.** Upon consideration by an institution to develop a proposal for a new program, governing board staffs must provide the Commission staff with a copy of that institution's letter of intent to develop a program proposal. The letter of intent should be in the format provided as Attachment B, and the THEC Financial Form (referenced as Attachment A in A1.0.10) should accompany it. Programs that institutions intend to develop should be consistent with and reference ~~the campus master plan or academic plan. This is necessary for~~ institutional mission, the state master plan for higher education, and campus master plan or the academic plan. A thorough early assessment of program justification is necessary for programs requiring Commission approval in order to identify issues relative to the need for the program, program duplication, accessibility through collaboration or alternative means of delivery (distance education), source of start-up funds, and the need for reviews by external consultants.

Upon consultation and approval to proceed, governing board staffs must share ~~early versions of proposals with the Commission staff and provide the final proposal~~ all relevant documents in a timely fashion with the Commission staff leading up to the submission of the final proposal at least two weeks prior to notification of being placed on the agenda for consideration by a governing board (See also 1.1.20A in Policy A1.1 - New Academic Programs).

1.0.60 **Articulation/Transfer.** Upon consideration of a new ~~baccalaureate~~ degree program, evidence must be provided to ensure adherence to the requirements of ~~Chapter 795 of the Public Acts of 2000. "The university track program within the University of Tennessee and the Tennessee Board of Regents systems consists of general education courses and pre-major courses as prescribed by the Commission, Courses in the university track program shall transfer and apply toward the requirements for graduation with a bachelor's degree at all public universities. Successful completion of the university track program shall meet the academic requirement for transfer to a public university as a junior."~~ Tennessee Code Annotated § 49-7-202 as amended by Chapter 3, Acts of 2010 (1st Extraordinary Session) requires that "an associate of science or arts degree graduate from a Tennessee community college shall be deemed to have met all general education and university parallel core requirements for transfer to a Tennessee public university as a junior. . . . Admission into a particular program, school, or college within the university, or into the University of Tennessee, Knoxville shall remain competitive in accordance with generally applicable policies."

(1) The forty-one (41) hour lower division general education core common to all state colleges and universities shall be fully transferrable as a block to, and satisfy the general education core of, any public community college or university. A completed subject category (for example, natural sciences or mathematics) within the forty-one (41) hour general education core shall also be fully transferrable and satisfy that subject category of the general education core at any public community college or university.

(2) The nineteen (19) hour lower division AA/AS area of emphasis articulated to a baccalaureate major shall be universally transferrable as a block satisfying lower division major requirements to any state university offering that degree program major.

- 1.0.60A **Time Credit Hours to Degree.** The Commission recommends that credit hour requirements for new and existing undergraduate academic programs shall not be substantially more than 120 hours for baccalaureate degrees or 60 hours for associate degrees without justification. The principle intent is to reduce the time and costs of earning a degree for individual students and taxpayers and, over time, improve graduation rates and increase the higher educational attainment levels of Tennesseans. This excludes programs with accreditation or licensure requirements.
- 1.0.60B **Announcements.** Announcements of plans for new academic programs, extensions of existing programs, new academic units, and/or new instructional locations must await Commission approval, prior to implementation.

Approved: April 22, 1988  
 Revised: January 29, 1997  
 Revised: November 14, 2002  
 Revised: January 27, 2011

**Section Title: Academic Policies**  
**Policy Title: New Academic Programs**  
**Policy Number: A1.1**

- 1.1.10 **Programs Subject to Approval.** New academic programs requiring Commission approval are those that differ from currently approved programs in level of degree or major offered, as reflected in the institution's catalog and the Commission's academic inventory, subject to specified provisions. ~~A standard format is required to ensure that all proposals for new academic programs are submitted in a complete and consistent manner.~~ In the interest of minimizing duplication of effort and institutional document development, THEC will accept for review the program proposal in the program proposal formats required by University of Tennessee and Tennessee Board of Regents system policies, provided these formats address criteria named in 1.1.20A through 1.1.20P below. All program proposals must include THEC Financial Projections form (Attachment A).
- 1.1.10A **Non-degree and non-certificate programs.** Commission approval is not required for non-degree and non-certificate programs, such as those offered at Tennessee Technology Centers.
- 1.1.10B **Undergraduate Certificates.** Commission approval for an undergraduate certificate program is required only when the program ~~would be both free standing and~~ consists of at least 24 semester hours.
- 1.1.10C **(Reserved)**

- 1.1.10D **Name Changes.** Renaming an existing program without an essential change in the originally approved curriculum does not require Commission approval; planned large-scale curriculum change in a program without a name change does require Commission approval.
- 1.1.10E **Reconfigurations.** A reconfiguration of existing programs without an essential change in the originally approved curriculum and without a net gain in the number of programs (e.g., a consolidation of two programs into one) does not require Commission approval.
- 1.1.10F **Sub-majors.** Additions, deletions, and revisions of sub-majors (options, concentrations emphases, tracks, etc.) without an essential change in the originally approved major curriculum do not require Commission approval.
- 1.1.10G **Notice.** Before governing board consideration of the changes described in Provisions 1.1.10A - 1.1.10F above, a two-week notice should be given to the Commission staff. In the event the staff interprets the proposed change as one requiring Commission approval, prompt arrangements will be made to discuss the proposed change with the institution and its governing board staff for a determination of applicable policy.
- 1.1.10H **Special Areas.** For programs at baccalaureate or higher level in ~~Agriculture, Education, and Engineering~~ where program areas where annual THEC statewide and institutional degree production analyses indicate there is great potential for unnecessary program duplication, no additional programs may be submitted for approval without exceptional determination of need. Such need must be demonstrated to and approved by governing board and Commission staff before the proposal or development of any new programs in these three areas.
- 1.1.20 **Criteria for Review.** The criteria set out in Provisions 1.1.20A - 1.1.20Q will generally be used in reviewing new program proposals. However, the stringency of individual criteria will depend on the specific program, and, in particular circumstances, other criteria may be added at the time of notification (See 1.0.050 [New Academic Programs: Approval Process](#)).
- References to provisions of certain institutional policies, such as overall admissions standards, do not mean that such policies need to be approved by the Commission.
- 1.1.20A **Mission.** Proposed new programs must adhere to the role and scope as set forth in the approved mission of the institution.
- 1.1.20B **Curriculum.** The curriculum should be adequately structured to meet the stated objectives of the program, and reflect breadth, depth, theory, and practice appropriate to the discipline and the level of the degree. The undergraduate curriculum should ~~also include a limited number of courses to satisfy General Education requirements and~~ ensure General Education core requirement commonality and transfer (where appropriate) of 19-hour pre-major paths. The curriculum should be compatible with accreditation, where applicable, and meet the criteria for articulation and transfer (See A1.0.60 [New Academic Programs: Approval Process](#)).
- 1.1.20C **Academic Standards.** The admission, retention, and graduation standards should be clearly stated, be compatible with institutional and governing board policy, and encourage high quality.
- 1.1.20D **Faculty.** Current and/or anticipated faculty resources should ensure a program of high quality. The number and qualifications of faculty should meet existing institutional standards and should be consistent with external standards, where appropriate.



- 1.1.20E **Library Resources.** Current and/or anticipated library **and information technology** resources should be adequate to support a high quality program and should meet recognized standards for study at a particular level or in a particular field where such standards are available.
- 1.1.20F **Administration/Organization.** The organizational placement and the administrative responsibility for the program should be clearly defined and designed to promote success of the program.
- 1.1.20G **Support Resources.** All other support resources--existing and/or anticipated, should be adequate to support a high quality program. This would include clear statements of clerical personnel or equipment needs, **student advising resources**, and arrangements for clinical or other affiliations necessary for the program.
- 1.1.20H **Facilities.** Existing and/or anticipated facilities should be adequate to support a high quality program. New and/or renovated facilities required to implement the program should be clearly outlined by amount and type of space, costs identified and source of costs. (Facility Master Plans F4.1)
- 1.1.20I **Need and Demand.** Evidence should be provided that a proposed new program contributes to meeting the priorities/goals of the institution's academic or master plan, why the institution needs that program, and why the state needs graduates from that particular program.
- Student Demand. Evidence of student demand, normally in the form of surveys of potential students and enrollment in related programs at the institution, should be adequate to expect a reasonable level of productivity.
- Employer Need/Demand. Evidence of sufficient employer demand/need, normally in the form of anticipated openings in an appropriate service area (that may be national, regional, or local), in relation to existing production of graduates for that service area. Evidence may include the results of a need assessment, employer surveys, current labor market analyses, and future workforce projections. Where appropriate, evidence should also demonstrate societal need and employers' preference for graduates of the proposed program over persons having alternative existing credentials and employers' willingness to pay higher salaries to graduates of the proposed program.
- 1.1.20J **No Unnecessary Duplication.** Where other similar programs may serve the same potential student population, evidence should demonstrate that the proposed program **is in accord with the institution's THEC-approved distinct mission**, is sufficiently different from the existing programs or that access to the existing programs is sufficiently limited to warrant initiation of a new program. The proposal should explain why it is more cost effective or otherwise in the best interests of the State to initiate a new program rather than meet the demand through other arrangements. (e.g., collaborative means with another institution distance education technologies, Academic Common Market, **and** consortia).
- 1.1.20K **Cooperating Institutions.** For programs needing the cooperation of other institutions (including government, education, health, and business), evidence of the willingness of these institutions to participate is required.
- 1.1.20L **Desegregation Diversity and Access.** The **proposed** program will not impede the state's ~~effort to achieve racial equality~~ **commitment to diversity and access in higher education (Post Geier)**. A statement should be provided as to how the proposed program would enhance racial diversity.

- 1.1.20M **Assessment/Evaluation and Accreditation.** Evidence should be provided to demonstrate that careful evaluation of the program being proposed would be undertaken periodically. Information must be provided to indicate the schedule for program assessments or evaluations, (including program evaluations associated with Performance Funding) those responsible for conducting them, and how the results are to be used. Where appropriate, professional organizations that accredit programs should be identified and any substantive change that may require a SACS review should be indicated.
- 1.1.20N **Graduate Programs.** New graduate programs will be evaluated according to [criteria set forth in this policy, as these criteria are informed by](#) the principles [set forth supported](#) by the Tennessee Council of Graduate Schools [and best practices in the disciplines](#).
- 1.1.20O **External Judgment.** The Commission staff may, in consultation with the governing board staffs, determine that review by an external authority is required before framing a recommendation to the Commission. Consultants will normally be required for new graduate programs. Consultants will not normally be required for new undergraduate and certificate programs, but there may be exceptions in cases of large cost or marked departure from existing programs at the institution.
- 1.1.20P **Cost/Benefit.** The benefit to the state should outweigh the cost of the program. Institutions should, in the program proposal, estimate the effect on funding caused by the implementation of the program. Detailed costs should be provided on forms required for consideration of new undergraduate and graduate programs (See 1.0.10, Program Costs/Revenues). These details should include reallocation plans, grants, gifts or other external sources of funding/partnerships. [The THEC Financial Projection form \(Attachment A\) must accompany the proposal.](#)
- 1.1.30 **Post Approval Monitoring.** During the first five years (three years for pre-baccalaureate programs) following approval, performance of the program, based on goals established in the proposal, will be evaluated annually. At the end of this period, ~~campus, governing board, and~~ Commission staff will perform a summative evaluation. ~~These goals and present the summary to the Commission annually.~~ [This summative evaluation](#) will include, but not be limited to, enrollment and graduation numbers, program cost, progress toward accreditation, library acquisitions, student performance, and other goals set by the institution and agreed to by governing board and Commission staff. As a result of this evaluation, if the program is deficient, the Commission may recommend to the governing board that the program be terminated. Copies of such recommendation will be forwarded to the Education Committees of the General Assembly. The Commission may also choose to extend this period if additional time is needed and is requested by the governing board.
- 1.1.30A **Schedule.** At the ~~July~~ [January](#) Commission meeting the Commission will review post approval reports on programs that have recently received approval.
- 1.1.30B **Unfulfilled Productivity.** Institutions with programs that fall markedly short of projected goals as approved in program proposals, must submit, through their governing boards, an explanation of the shortfall and a discussion of the future expectations to accompany annual program progress reports.
- 1.1.30C **Further Action.** The Commission may request the governing board to take action on any program that is performing significantly below projections.

Approved: April 22, 1988

Revised: April 19, 1996

Revised: January 29, 1997

Revised: November 14, 2002

Revised: April 26, 2007

Revised: January 27, 2011

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### **More Info Available at THEC Website—Academic Affairs Division**

*([http://tennessee.gov/thec/Divisions/AcademicAffairs/aa\\_main.html](http://tennessee.gov/thec/Divisions/AcademicAffairs/aa_main.html))*

The Academic Affairs Division performs a wide array of tasks related to academic programming at Tennessee colleges and universities, and is the THEC division charged with reviewing and evaluating new and existing academic programs at universities and community colleges.

The Academic Affairs Division also monitors compliance with certain facets of the Complete College Tennessee Act (CCTA) of 2010, coordinates the state Performance Funding program, and administrates federal and state grant programs.

#### **Academic Programs**

In concert with the legislative changes enacted under the [Complete College Tennessee Act of 2010](#), the approval process for new academic programs was recently modified, and includes heightened attention to institutional mission distinction, a focus on the importance of institutional collaboration, and workforce development, and avoidance of duplication of programs and services.

#### **Academic Policies**

- [A1.0 - New Academic Programs: Approval Process](#)
- [A1.0 - Attachment A \(Financial Estimate Form\)](#)
- [A1.0- Attachment B \(Letters of Intent\)](#)
- [A1.1- New Academic Programs](#)
- [A1.1- Attachment A \(Financial Estimate Form\)](#)

As described in Academic Policy A1.0, institutions wishing to begin the Letter of Intent process for proposing new academic programs should reference the following resources while conducting their initial feasibility study:

- [Academic Program Productivity](#)
- [Academic Program Review Presentation](#)
- [Active Letters of Intent](#)
- [Program Actions](#)
- [Post Approval Monitoring Summary](#)
- [UT Center for Business and Economic Research Supply and Demand Study](#)
- [Academic Program Inventory](#)
- [High Need Fields](#)

<b>UNIVERSITY OF TENNESSEE, KNOXVILLE THE GRADUATE SCHOOL NOTIFICATION AND LEVELS OF APPROVAL FOR CURRICULAR SUBMISSIONS</b>			
<b>Action</b>	<b>New Code Required<sup>1</sup></b>	<b>Additional Approval Required</b>	<b>Deadline</b>
<b>Changes to Academic Units</b>			
Add academic unit (division, college or school)	YES	YES (PRV, CHANC, VPS, BOT, THEC)	Dec. 1
Rename/consolidate academic unit (divisions, colleges, or schools)	YES	YES (PRV, CHANC, VPS, BOT, THEC)	Dec. 1
Drop academic unit (division, college or school)	----	YES (PRV, CHANC, VPS, BOT, THEC)	Dec. 1
<b>Changes to Departments</b>			
Add department	YES	YES (PRV, CHANC, VPS, BOT)	Dec. 1
Rename/consolidate departments	YES	YES (PRV, CHANC, VPS, BOT)	Dec. 1
Drop academic department	----	YES (PRV, CHANC, VPS, BOT)	Dec. 1
<b>Changes to Degrees</b>			
Add new degree	YES	YES (PRV, VPS, DGS, BOT, THEC)	Dec. 1
Rename/consolidate degrees	YES	YES (PRV, VPS, DGS, BOT)	Dec. 1
Drop degree	----	YES (VPS, BOT)	Dec. 1
<b>Changes to Majors</b>			
Add new major	YES	YES (VPS, DGS, BOT, THEC)	Dec. 1
Revise major requirements	----	----	Dec. 1
Rename/consolidate majors	YES	YES (VPS, DGS)	Dec. 1
Drop major	----	----	Dec. 1
Revise major "ownership"	YES	----	Dec. 1
<b>Changes to Concentrations</b>			
Add new concentration	YES	----	Dec. 1
Revise concentration requirements	----	----	Dec. 1
Rename/consolidate concentrations	YES	----	Dec. 1
Drop concentration	----	----	Dec. 1
<b>Changes to Certificates</b>			
Add new certificate	YES	YES (VPS, DGS) if 24+ hours	Dec. 1
Revise certificate requirements	----	----	Dec. 1
Rename certificate	YES	YES (VPS)	Dec. 1
Drop certificate	----	YES (VPS)	Dec. 1
<b>Changes to Minors</b>			
Add new minor	YES	----	Dec. 1
Revise minor requirements	----	----	Dec. 1
Rename/consolidate minors	YES	----	Dec. 1
<b>Changes to Courses</b>			
New academic discipline/subject	YES	----	Dec. 1
Rename/consolidate academic disciplines/subjects	YES	----	Dec. 1
Drop academic discipline/subject	----	----	Dec. 1
<b>Changes to Program Policies</b>			
Revise admission criteria	----	----	Dec. 1
Revise progression standards	----	----	Dec. 1
Revise graduation policies	----	----	Dec. 1

1 For graduate code requests, contact Catherine Cox, [cathcox@utk.edu](mailto:cathcox@utk.edu)).

- 2 PRV = Provost and Vice Chancellor for Academic Affairs
- 3 CHANC = Chancellor
- 4 VPS = Vice President for Academic Affairs and Student Success
- 5 DGS = Dean of the Graduate School

Curricular changes are routed through: College, Graduate Council, and Faculty Senate.