



3-6-2003

## Graduate Council Minutes - March 6, 2003

Graduate Council

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UNIVERSITY OF TENNESSEE

Members Present

Robert Auge, Stephen Blackwell, Melissa Bowers, Sherry Cable, Jon Coddington, Kathleen Davis, Wayne Davis, Ray DeGennaro, Charles Feigerle, Greer Fox, Paul Frymier, Nan Gaylord, Thomas George, Roxanne Hovland, Majid Keyhani, Robert Leiter, Mary Papke, Linda Phillips, Mary Rogge, Gerald Schroedl, Patrick Schuneman, Chad Toney, Richard Townsend, Belle Upadhyaya, Gretchen Whitney, Luther Wilhelm, Handel Wright, Songning Zhang.

The Graduate Council of the University of Tennessee, Knoxville was called to order at 3:00 p.m., Thursday, March 6, 2003 in the 8<sup>th</sup> Floor Board Room of Andy Holt Tower by Dr. Majid Keyhani, Chair.

1. Minutes of the Preceding Meeting

The minutes of the January 30, 2003 meeting were approved as distributed.

2. Committee Reports

- Credentials Committee

Dr. Kathleen Davis (Chair) presented the following faculty members recommended by the Credentials Committee for approval to direct doctoral dissertations:

<u>Faculty Member</u>	<u>Academic Department</u>	<u>Approval Period</u>
Barzykin, Victor	Physics	Until tenure decision
Dai, Pengcheng	Physics	Until tenure decision
Efremenko, Yuri	Physics	Until tenure decision
Greene, Geoffrey	Physics	Until tenure decision
Small, Pamela	Microbiology	Until tenure decision
Spanier, Stefan	Physics	Until tenure decision
Wilhelm, Steven	Microbiology	Until tenure decision

Graduate Council approved the report.

- Curriculum Committee

Dr. Paul Frymier (Chair) reviewed the curricular proposals addressed by the committee on February 27, 2003. Graduate Council approved the curricular proposals (Attachment 1).

The question was addressed of ‘ What constitutes a legitimate practicum?’ Dr. Gretchen Whitney, Communication & Information, recommended that this question be addressed by Academic Policy.

Dr. Frymier noted that the Committee asked the Academic Policy Committee to review the policies related to concentration names being identical to major names.

- Graduate Deans Group

Dr. Luther Wilhelm reported for Dr. Ed Caudill (Chair).

Dr. Wilhelm gave an overview of the February 20, 2003, Graduate Deans Group committee meeting (Attachment 2).

- Dr. Linda Painter, Associate Provost and Mr. Larry Stiles, Associate Dean of Enrollment Services, reported on EDMS – Electronic Document Management System.
- In addition, Dr. Linda Painter discussed concerns and issues with DB2 – Admissions Reporting Database.
- 600 Continuous Registration was addressed.

- Graduate Student Association

Mr. Chad Toney reported for Graduate Student Association.

- Approximately \$4,000 for University Libraries was raised in the Library Fun Run with the assistance of the Athletic Department.
- Details of the Travel Award were addressed. The Travel Award is awarded in mid-April for the Summer Term. There are 4 awards granted each term. The minimum amount of an award is \$150 and there is an \$8,000 allotment per semester.

### 3. Announcements

- Keyhani introduced Tammy Phelps, from Graduate Student Services, as new secretary for Graduate Council.

Respectfully Submitted,

Tammy L. Phelps  
Secretary to the Council

## Attachment 1

## I. CORRECTIONS TO CURRICULAR PROPOSALS APPROVED BY THE GRADUATE COUNCIL JANUARY 30, 2003

## COLLEGE OF AGRICULTURAL SCIENCES AND NATURAL RESOURCES

Page G50 (January 30, 2003 Graduate Council Minutes)

REVISE DESIGNATION

**\*Environmental and Soil Sciences 507 (1) Professional Development Seminar** (formerly: Plant and Soil Sciences 507)

Page G56 (January 30, 2003 Graduate Council Minutes)

REVISE DESIGNATION

**\*PSLS 507 Professional Development Seminar (1)** (formerly: Ornamental Horticulture and Landscape Design 507)

- **\*These two courses are cross-listed. All the cross-listed courses should reflect the above changes:**

Agriculture and Natural Resources 507 (primary)  
 Animal Science 507  
 Biosystems Engineering 507  
 Biosystems Engineering Technology 507  
 Environmental and Soil Sciences 507  
 Food Science and Technology 507  
 Plant Sciences and Landscape Systems 507

## COLLEGE OF ENGINEERING

Page G238

## INDUSTRIAL ENGINEERING

Industrial Engineering revised the title of **IE 509** to: Multidisciplinary Project. There is a typo in the number of hours. The hours did not change. The corrected text should read:

- REVISE TITLE

**IE 509 Multidisciplinary Project (1)** (Formerly: Project Management). (Same as Mechanical Engineering 509.)

*This course is cross-listed with Mechanical Engineering 509. The revised title is indicated in the Dual M.S.-MBA Showcase – Mechanical Engineering (Page G243); however, a parallel proposal is needed to clarify this change:*

- **MECHANICAL, AEROSPACE AND BIOMEDICAL ENGINEERING**

**Mechanical Engineering**

REVISE TITLE

**ME 509 Multidisciplinary Project (1)** [Formerly: Project Management. Same as Industrial Engineering 509 (primary).]

Two courses were omitted in the Courses not Taught in Four or More Years List

**Page G248**

➤ **DROP THE FOLLOWING COURSES: NOT TAUGHT IN 4 OR MORE YEARS**

Audiology and Speech Pathology 532

Audiology and Speech Pathology 579

**Effective: Fall 2003**

## **II. CURRICULAR PROPOSALS**

### **COLLEGE OF ARTS AND SCIENCES**

Informational Item

The Department of **Geological Sciences** has requested that its name be changed to the Department of **Earth and Planetary Sciences**. The name change has been approved by the College and the Provost and will take effect **July 1, 2003**.

### **COLLEGE OF COMMUNICATION AND INFORMATION**

Change School of Journalism and Broadcasting

**TO: School of Journalism and Electronic Media**

Change subject area (courses) from Broadcasting

**TO: Electronic Media**

Change Communication concentration (MS and PhD) from Broadcasting

**TO: Electronic Media**

**Effective: Fall 2003**

**MEMORANDUM**

To: Graduate Council Committee Members  
From: Tom George  
Associate Dean, College of Education, Health & Human Sciences  
Re: Curricular Materials for March 2003 Meeting  
Date: February 20, 2003

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Enclosed please find curricular proposals approved by the College of Education, Health, and Human Sciences' Curricular Review Committee. We are submitting these items for the March 2003 meeting of the Graduate Council. The following summary is provided for your convenience:

**Sport & Leisure Studies Department**

Sport Studies: Add two courses for graduate credit

**Theory & Practice in Teacher Education Department**

Reading Education: Offer a graduate course in a non-standard format

Science Education: Offer a graduate course in an electronically-mediated format.

Please contact me at 974-4125 if you have any questions or need additional information.  
Thank you.

**COLLEGE OF EDUCATION, HEALTH, AND HUMAN SCIENCES****SPORT & LEISURE STUDIES****Sport Studies**

ADD

**Sport Studies 539 Research Development in Sport Psychology: Idea Formation to Data Collection (3)**

First of a two-semester sequence designed to familiarize students with research process in applied sport psychology. Includes idea formation, critical review of related literature, development of a research question and methodology, and data collection.

**Sport Studies 540 Research Development in Sport Psychology: Data Analysis to Manuscript**

**Submission(3)** Second of a two-semester sequence designed to familiarize students with research process in applied sport psychology. Includes data analysis, manuscript preparation and manuscript submission.

**Supporting information for both courses:**

- a. Rationale: Have been previously condensed and taught under a special topics number. While it proved to be a valuable experience for students, time limitations have prevented a more complete presentation of all states of the research process.
- b. Course format and location: Seminar format. Courses will be taught in a general purpose classroom and in accordance with the regular university calendar.
- c. Impact on other academic units: None. Focus of the course is limited to the research process in applied sport psychology.
- d. Financial Impact: None. The addition of a new faculty member in motor learning and control allows the faculty member who has been teaching classes in that area to offer the proposed course.

**Effective: Fall 2003****THEORY & PRACTICE IN TEACHER EDUCATION****Reading Education**

Non-Standard Format Course (existing course to be offered in non-standard format)

**Reading Education 534 Seminar in Reading Education (1-6)**

Course will meet May 21, 2003 through June 11, 2003. **Three credit hours.** Total number of contact hours is 46 across 21 calendar days.

**Effective: May 2003****COLLEGE:** Education**ACADEMIC DISCIPLINE:** Reading**COURSE INFORMATION**

- Number: READ EDUC 534
- Course Title: Seminar in Reading Education (1-6)
- Credit hours: 1-6 (3 credits for this course)
- Name of Special Topic or Workshop: Assistive Technology and Content Area Literacy
- Instructor: Dr. Kathy Puckett & Dr. Bill Brozo
- **Number of Credit Hours to be Awarded: three**
- Projected Dates for Session: 5/21, 5/28, 5/29, 5/30, 6/2, 6/3, 6/4, 6/11
- Total Number of Contact Hours: 46
- Description of Course: This course is designed to provide teachers with evidence-based strategies related to assistive technology and content area literacy. Teachers will learn how to design technology-based content literacy instructional applications for students with special needs using the resources of the University of

Tennessee's Technology Enhanced Curriculum Lab in the College of Education. The course will be formatted to include lecture, demonstration, experiential learning, and supervised laboratory time.

- **EFFECTIVE TERM** : Begins in May intercession and concludes the second week of first summer term
- Course be used in partial fulfillment of degree requirements.
- Why non-standard format is suitable for the subject matter: This workshop/course has been designed in fulfillment of the requirements for funding through the "Improving Teacher Quality Grant Program" in the state of Tennessee. The grant stipulates that a workshop/course be made available to special and general education teachers for the purpose of training them in the use of assistive technology and content area literacy. Because of the time-intensive nature of learning about and becoming facile with a variety of current assistive technology software and hardware, five workshop sessions will comprise eight hours--seven spent as a whole group and one in a supervised laboratory. These five workshop days will be supported by three 2-hours sessions covering pre and post assessment, presentation of projects, and conferencing. This course spans the mini-session/first summer session timeframe to take advantage of the availability of assistive technology consultants and the availability of the TEC lab in Claxton prior to periods of high demand.
- Evaluation of student learning: Students will be evaluated based on their performance of the following: (1) Post-workshop knowledge test consisting of paper and pencil as well as application items; (2) School-based special and general education team assistive technology/content area literacy plan; and (3) School-based special and general education team presentation/demonstrations of assistive technology/content literacy plan.
- Students will not go more than a week without being in class.
- Course covers the same amount of material as a comparable standard format course.

## THEORY AND PRACTICE IN TEACHER EDUCATION

### Science Education

#### Electronically-Mediated Format Course

##### **Science Ed 565 Instructional Trends and Issues in Science Education (3)**

Technology-enhanced course offered during the full summer term. The course will require approximately 100 hours of student time (9 hours per week). On campus for three 4-hour sessions. On-line for weekly participation in one-hour synchronous chat session, asynchronous regular email and listserv requirement, and use of course Blackboard site for access to PowerPoint presentations and other materials and links.

**Effective: Summer (July) 2003**

**COLLEGE:** CEHHS

**ACADEMIC DISCIPLINE:** Science Education

**COURSE INFORMATION:**

- **Course Number:** SciEd 565
- **Credit Hours:** Three (3)
- **Course Title:** Instructional Trends and Issues in Science Education
- **Instructor:** Michael Bentley
- **Number of Credit Hours to be Awarded:** Three (3)
- **Total Number of Weeks:** Eleven (11) (offered for full summer term)
- **Total Expected Student Time Commitment:** Approximately 100 hours (9 hrs/wk)
- **Course Designation:** Technology-Enhanced
- **Course Description:** Analysis of current trends in science education, analysis of instructional issues facing elementary, secondary, and community college science teachers, and application of learning theory to teaching the biological, physical, and environmental sciences. Prereq: 496, teaching methods, or equivalent.
- **Student Site Requirements:** On campus for three (3) 4 hours sessions: beginning, middle, and end of course. On-line for weekly participation in one-hour synchronous chat session (seminar), asynchronous regular email and listserv requirement, and use of course Blackboard site (online.utk.edu) for access to PowerPoint presentations and other course materials and web links.
- **Nature and quantity of structured student/instructor interaction:** Structured student/instructor interaction in the course includes three in-person meetings on campus, eight one hour synchronous online seminars (using chat), and regular email and discussion board postings and responses. In addition students will be required occasionally during the term to submit a written assessment or critique of a specific current issue or event, and to react in writing to instructor-produced PowerPoint presentations posted to the course website.
- **Nature and quantity of structured student/student interaction:** Student-student interactions include three in-person class meetings on campus, weekly (as specified in the syllabus) small group meetings (either in person or in online chat sessions or both, as students arrange) to discuss assignments and readings, regular email communication, and one self-guided field trip to an agency of informal science education which may be accomplished as a team/group activity.
- **Course can be used in partial fulfillment of degree requirements.**



- **Why mode of course delivery is suitable for the subject matter:** The course has been taught in the past in a seminar format based upon assigned readings in the relevant literature, class discussion, and student projects or term papers. The enhanced technology version of the course retains the focus on the professional literature while expanding the use of web-based learning techniques and local community resources (with the self-guided field trip). The three in-person on-campus sessions spaced at the beginning, middle and end of the course, weekly synchronous on-line seminars, and required regular email exchanges provide for interaction between instructor and students and for adequate student monitoring during the course.
- **Evaluation of student learning:** As delineated in the syllabus, students will be evaluated on the quality of four major assignments (critical autobiography, concept interview, book review, and term paper/project), three web quests, course participation (which includes class attendance for three campus meetings and engagement in eight one-hour online seminars and one self-guided field trip to agency of informal science education), and a final examination. Rubrics are provided for major written assignments.
- **Course covers the same amount of material as a comparable standard format (classroom) course.**

## COLLEGE OF ENGINEERING

### MECHANICAL, AEROSPACE, AND BIOMEDICAL ENGINEERING

#### Engineering Science

Retain ENGINEERING SCIENCE 572.

The course was approved to be dropped Fall 2003. See graduate courses to be dropped (not taught in 4 or more years) – January 30, 2003 Graduate Council Minutes, Page G248. The course will be taught Fall 2003.

**MEMORANDUM**

TO: Graduate Council

FROM: Johnie N. Mozingo, Interim Associate Dean for Academic Affairs  
College of Nursing

DATE: February 14, 2003

SUBJECT: Graduate Curricular Changes - College of Nursing

The attached proposal is a re-submitted item, previously reviewed at the January meeting of the Graduate Council. I hope that the additional supporting documentation and the letter from Dr. Diane Klein, Director of the Gerontology Minor in the College of Education, Health, and Human Sciences, will provide the information you need to approve this request.

Thank you

JM:jb  
Attachment

**COLLEGE OF NURSING**

ADD

**Nursing 400 Aging and Society (3)** An examination of the health and social effects of longevity and the aging process including societal and personal attitudes about old age. Resources, trends, issues, and potentials of aging are explored. Volunteer community service, a service learning component, is required. Open to students in all colleges.

**Effective: Fall 2003****SUPPORTING INFORMATION**

1. Rationale: Presently Nursing 400 is offered as part of the undergraduate gerontology minor. Graduate students will have additional service and written assignments in the course including a *Gerontology Issues Paper*. Dr. Diane Klein, Director of the Gerontology Minor in the College of Education, Health, and Human Sciences, has requested that the course be available at the graduate level. Having the course available as a graduate level course, available to students in all colleges, strengthens the graduate offerings in the minor.

Impact on other academic units: None

In relation to the possible impact on Sociology 415 Sociology of Aging (which is offered for both undergraduate and graduate credit): Sociology 415 and US 321 Aging and Society (now Nursing 400) have both been offered for years. The courses compliment each other in content and have excellent enrollments. After the retirement of Diana Harris, who had taught Sociology 415, the course has not been regularly offered.

**Effective: Fall 2003**

**Attachment 2**

Graduate Deans Group

Report - February 20, 2003

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CHAIR: Dr. Luther Wilhelm for Dr. Ed Caudill

ATTENDEES: Dr. Bill Dunne, Dr. Sarah Gardial, Dr. Tom George, Dr. Robert Leiter, Dr. Anne Mayhew, Dr. Buddy Moore, Dr. Johnnie Mazingo, Dr. Luther Wilhelm, Heather Doncaster, Aimée Leverette, Tammy Phelps, Dr. Kay Reed, and Rose Ann Trantham.

GUESTS: Angela Gibson, Enrollment Management Services  
Larry Stiles, Enrollment Management Services  
Linda Painter, Associate Provost  
Joel Reeves, OIT

1. Document Imaging and Document Capture Project Summary (Linda Painter, Associate Provost) - Gave an overview of the Document Imaging and Document Capture Project. The University of Tennessee is in the process of purchasing an electronic document management system (EDMS). The first statement of work involves Graduate Admission application processing. This system will: (1) Act as an electronic filing cabinet for all documents received and processed through Graduate Admissions; (2) Serve as a workflow manager by routing documents through the Graduate Admission process; (3) Include features such as a search engine, document level security, version control, check in/out capabilities, workflow, and event notification.

The EDMS will begin implementation on 3/1/03. This process will begin with the Graduate Admissions Office. Further in the process, graduate departments of the University of Tennessee will be encouraged to begin participating in this process.

2. Options for Departments to Implement the EDMS (Larry Stiles, Associate Dean) - Covered four options for departments to participate in the EDMS process. Please review the [attachment](#) for further detail. In addition, he emphasized that the implementation of EDMS will facilitate reduction in paper handling, the automation of workflow, and the streamlining of daily functions within our departments.
3. DB2 - Admissions Reporting Database (Linda Painter, Associate Provost) - Concerns and issues were noted regarding the use of DB2. Linda Painter communicated that if anyone has problems accessing the database, and/or operating questions to contact her directly. She can be contacted at 4-6740.
4. 600 Continuous Registration – (Dr. Anne Mayhew, Dean of Graduate Services) - Students should be advised against 600-level classes within the first 3 semesters of their graduate coursework. Examples were discussed of graduate students running into several problems when taking 600-level classes.