UNIVERSITY OF TENNESSEE

Members Present

Vince Anfara, Marianne Breinig, Ed Caudill, Charles Collins, George Dodds, Charles Feigerle, Paul Frymier, Tom George, David Golden, George Hoemann, Michael Keene, Karla Matteson, Anne Mayhew, Mary McAlpin, Sally McMillan, Matthew Murray, Stefanie Ohnesorg, John Orme, Mary E. Papke, Linda Phillips, Lloyd Rinehart, Cynthia Rocha, Susan Smith, Calley Stevens, Handel Wright, Ned Zeiler. Charles Hamilton and Luther Wilhelm, representing college programs, were also present.

The Graduate Council meeting was called to order by Stefanie Ohnesorg, Chair, on Thursday, November 18, 2004, at 3:00 p.m. in the 8th Floor Board Room of Andy Holt Tower.

1. Minutes of the Preceding Meeting

   The minutes of the October 7, 2004, meeting were approved.

2. Committee Reports

   *Academic Policy Committee*

   Charles Feigerle, Academic Policy Committee Chair, presented the report from the November 4, 2004, meeting.

   The committee recommended that the Council approve a proposal presented by Margie Russell, Associate Registrar, to change the written text in the *Graduate Catalog* concerning Change in Registration. Council approved the change (Attachment 1).

   The second item addressed was whether a Minimum Class Size Policy should be established for graduate classes. This discussion was initiated because there is presently a Minimum Class Size Policy in the *Undergraduate Catalog* that reads as follows:

   > An undergraduate course will not normally be given for fewer than fifteen students at the lower division; twelve at the upper division; and nine at the graduate level except by permission of the Chancellor. The university reserves the right to cancel, postpone, or combine classes when necessary.

   The committee recommended that the Council not support placing this statement in the *Graduate Catalog*. The Council approved the committee's recommendation. Council also agreed in recommending to the Undergraduate Council that the phrase "…and nine at the graduate level…" be removed from the Minimum Class Size Policy from the *Undergraduate Catalog*, (page 38, under Minimum Class Size).

Anne Mayhew noted that it is up to the Deans and Department Heads to maintain the number of classes offered in relation to the size of the classes offered within their college. In addition, the University has the right to cancel and combine classes as needed.

*Credentials Committee*

Sally McMillan, Credentials Committee Chair, presented the report from the October 28, 2004, meeting. The committee recommended that the Council approve the requests for faculty to be approved to direct doctoral dissertations as listed (Attachment 2).

Council approved the recommendations as presented.

*Curriculum Committee*

Paul Frymier, Curriculum Committee Chair, presented the report from the November 4, 2004, meeting. Council approved the changes as presented (Attachment 3).

*Professional Development Committee*

Anne Mayhew, Professional Development Committee Chair, presented the report from the previous two meetings. Approximately two dozen proposals for professional development awards were submitted. Grants up to $5,000 have been awarded to about half this group.

*Ad-hoc Committee on Graduate Student Orientation*

Stefanie Ohnesorg extended a thank you to those Council members who participated in the first Ad-hoc Committee meeting on November 2, 2004. Mary Papke reported:

- The new Graduate Student Orientation website will be available mid-to-late Spring of 2005.
- This website will provide hands-on orientation for incoming graduate students and replace most of the standard on-campus orientation the Graduate School has conducted in the past.
- Further details and developments are being worked out for the website. The Graduate School plans to develop business-size cards containing the web address for the orientation website. These cards will be shared with the departments for distribution to admitted applicants.

3. Other Business

No other business was reported.

4. Administrative Reports and Announcements

*Report of Graduate Dean – Anne Mayhew*

- National Research Council (NRC) Rankings Report – Anne Mayhew and Loren Crabtree are asking that each college and department move ahead in their preparation of NRC Survey data collection for all graduate programs, not just doctoral programs. The data will be useful in other areas of administration. Information on which data should be collected and data available from the Office of Institutional Research will be forthcoming.

- Student Information System (SIS) Imaging Project – The SIS Imaging System continues to go through the last stages of development for full operation. Further training issues will be addressed as needed. Departments may contact Rose Ann Trantham or Anne Mayhew for further information.

- Fellowships

  *Hilton A. Smith and Herman E. Spivey Fellowships 2005-2006* – These fellowships are a recruiting device to assist with graduate enrollment. Each appropriate department can make one nomination from the admitted students for graduate programs in Fall 2005. Nominees can be applicants who apply to UTK from other background institutions or current UTK students who will be admitted into a new graduate program at UTK for Fall 2005. While there are only a very limited number of these fellowships available for 2005-06, each of those nominees not selected will receive a one-time nomination award of $300 if s/he enrolls in the graduate program at UTK that initiated his/her nomination for Fall 2005.

  *Black Graduate Fellowships 2005-2006* – Some of these fellowships will now be available to out-of-state students as well as in-state residents.

*Report of Graduate Student Senate – Calley Stevens for Jenny Wright*

The Graduate Student Senate is working with the SGA on initiatives to promote smoke-free residence halls. If successful, this initiative will go ultimately to the Tennessee State Legislature for change since it involves a state law.

*Report of Graduate Deans' Group – October 28, 2004 – Mary Papke*

The proposed new operating guidelines for the Graduate Deans' Group were presented to and approved by Council (Attachment 4). It was announced that the Associate Dean for the Graduate School, Mary E. Papke, will be the facilitator of the Graduate Deans' Group.

Mary Papke and Anne Mayhew reported on the discussion of the Council of Graduate Schools (CGS) publication *Organization and Administration of Graduate Education.* Topics of discussion included:

- The Role of Adjunct Faculty
- Responsible Conduct in Research

- Academic Dishonesty or Plagiarism, including discussion on Appeal Processes
- Postdoctoral Fellows and Visiting Scholars

The 'Best Practices in Teaching Program Proposal' was discussed. This is a proposal for a year-long program to introduce graduate teaching assistants and associates to best practices in teaching (Attachment 5). The program is designed to give graduate teaching assistants/associates opportunities to discuss teaching-related issues with faculty and peers from across the university.

Further ideas will be addressed as the full program of workshops for 2005-2006 graduate teaching assistants and associates is developed.

*Report from Chair – Stefanie Ohnesorg*

Ohnesorg encouraged members to utilize the communication tool of the Blackboard site/list serve for development and discussion of topics concerning the Graduate Council.

The next Council meeting will occur on January 27, 2005.

With no further business the meeting was adjourned at 4:15 p.m.

Respectfully Submitted,

Tammy L. Barnhart

**Attachment 1**
**Academic Policy Report**

**Change in Registration**
The permanent record will show all courses for which the student has registered except those audited and those from which the student has withdrawn on or before the "Drop Course without W" deadline.
Students who fail to attend the first class meeting without prior arrangement with the department may be dropped from the course to make space available to other students. Students have the responsibility to assure that they have been dropped. Otherwise they may receive a grade of F in the course.

| **Type of Change for Full Term Classes Fall/Spring** | **Deadline** |
|---|---|
| Add or Drop a Course without a W or Change credit/grading ..... | 10 days |
| Between 11 and 42 days with instructor's and advisor's signature…..... | 42 days |
| Drop Course with W ..... | 84 days |

The periods for add, drop, change of credit/grading for sessions within the full term, summer, and mini term are determined based on a percentage of the equivalent deadline within the full term. See *Timetable of Classes* each term for exact dates on the Circle Park Website at http://cpo.utk.edu. Deadline dates will be moved to the next business day if the deadline falls on a holiday, weekend day, or fall/spring recess. Within the change of registration period, a student may change registration at Circle Park Online (http://cpo.utk.edu/). If additional permission is necessary, a student must execute a change of registration at the Office of the University Registrar, with approval of the instructor, advisor, and Office of Graduate Student Services. Total withdrawal from registration for a semester must be processed through the Office of the University Registrar.

**Attachment 2**
**Credentials Report**

INITIAL Approval of Tenure-Track Faculty without Tenure (Probationary)

| | | |
|---|---|---|
| Buchanan, John<br>Assist. Professor | Biosystems Engineering & Environmental Science | Until Tenure |
| Jeong, Myong, Assist. Professor | Industrial Engineering | Until Tenure |
| Paulus, Trena, Assist. Professor | Educational Psychology & Counseling | Until Tenure |

**Attachment 3**
**Curriculum Report**

INFORMATIONAL ITEM – **Department of Exercise, Sport, and Leisure Studies**

Correction of departmental name (add comma after Sport):

**From:** "Tom George" <tgeorge1@utk.edu>
**To:** "Brenda Rayman" <brayman@utk.edu>
**Date:** 10/8/04 3:57PM
**Subject:** September 28 minutes

Brenda:
In the dept name change that just went through both councils, there is a missing "comma" between Sport and Leisure Studies. The dept takes its names from its three distinct programs: **Exercise, Sport, & Leisure Studies.** Without the comma, it looks like two. Sorry, I didn't catch this earlier.

Tom

# Memo

**To:** Graduate Council

**From:** Tom George, College of Education, Health & Human Sciences

**Date:** October 21, 2004

**Re:** Graduate Curricular Changes for Next Council Meeting

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The attached curricular changes were approved by the College of Education, Health & Human Sciences' Graduate Curricular Review Committee and are submitted to the Graduate Council for consideration. The following is a summary of these proposals:

- **Child & Family Studies:** Revise the Early Childhood Education Concentration requirements.
- **Health and Safety:** Revise two courses and add a graduate certificate in Applied Epidemiology. Drop the M.S. in Health Promotion and Health Education.
- **Instructional Technology and Educational Studies:** Revise one course.
- **Theory & Practice in Teacher Education:** Add two new courses, revise one existing course, and add a concentration to the Teacher Education major (M.S.) – Track 1: Science Education (Environmental Education).

In addition to the changes outlined above, we are also requesting approval to offer one Instructional Technology course and five Public Health courses in an **electronically mediated format**.

Please contact me if you have any questions or need additional information. Thank you.

# COLLEGE OF EDUCATION, HEALTH AND HUMAN SCIENCES

## DEPARTMENT OF CHILD AND FAMILY STUDIES

REVISE REQUIREMENTS FOR THE MS WITH A MAJOR IN CHILD AND FAMILY STUDIES, EARLY CHILDHOOD EDUCATION CONCENTRATION

- On page 184 of the 2004-2005 Graduate Catalog, 1st column, revise the description of the Early Childhood Education Concentration.

TO

Early Childhood Education Concentration

REQUIREMENTS
The early childhood education concentration is designed for students seeking a MS along with initial teacher licensure in early childhood education (pre-K through grade 4). At the University of Tennessee, Knoxville, students interested in the MS with a major in child and family studies (early childhood education concentration) must apply for admission to graduate study through the procedures outlined above. (Application for admission to the Teacher Education program in child and family studies, early childhood education, is a part of the application process to the graduate program and is described in the Undergraduate Catalog. Admission to the Teacher Education program is concurrent with admission to the child and family studies master's program.) The course of study (39 hours) for the child and family studies major with a concentration in early childhood teacher education includes: 9 credit hours in the child and family studies foundation courses; 24 credit hours in the early childhood education core (including completion of a research project in Child and Family Studies 569); 3 credit hours of computation- or consumer-based graduate statistics (Statistics 531, 537; Social Work 605; or Educational Psychology 550); 3 credit hours in early childhood education specialization electives; and a written comprehensive examination.

| | Hours Credit |
|---|---|
| [1] Child and Family Studies Foundation Courses | 9 |
| [2] Childhood Education Core (includes licensure) | 24 |
| [3] Computation or Consumer-base Statistics | 3 |
| [4] Childhood Education Specialization Elective | 3 |
| Total | 39 |

[1] Child and Family Studies 510, 511, 550.*
[2] Child and Family Studies 512 (3), 569 (3) 574 (2), 575 (12), 591 (4).
[3] Statistics 531 or 537 or Social Work 605 or Counselor Education 520.
[4] Select from list of courses with prior committee approval.

* Students complete an action research project in CFS 569, which is included in the Childhood Education Core.

**Effective: Fall 2005**

## HEALTH AND SAFETY PROGRAMS
## (FORMERLY DEPARTMENT OF HEALTH AND EXERCISE SCIENCE)

### I. Course Changes

#### Public Health (839)

ADD PREREQ
**510 Environmental and Occupational Health (2)** Prereq: Admission to MPH or Public Health Nutrition (MS) programs or consent of instructor.

**Effective: Fall 2005**

REVISE PREREQ
**530 Biostatistics (3)** Prereq: Admission to MPH or Public Health Nutrition (MS) programs or consent of instructor, and introductory statistics. (Formerly: Prereq: Introductory statistics or consent of instructor.)

**Effective: Fall 2005**

REQUEST FOR ELECTRONICALLY-MEDIATED FORMAT **(all effective: Fall 2005)**

**520 Public Health Policy and Administration (3)**
- Total Number of Weeks: 14
- Total Expected Student Time Commitment: 9 hours per week
- Course Designation: Tennessee On-line Course
- Student Site Requirements: This course requires weekly off-campus access to asynchronous reading materials and assignments plus once a week off-campus access to synchronous online student discussion board.
- What is the nature and quantity of structured student/instructor interaction?
  The instructor interacts mainly through a one to two hour weekly synchronous online discussion board.
- What is the nature and quantity of structured student/student interaction?
  Weekly scheduled online student discussion boards that require the posting of individual questions and answers to classmates' questions.

**530 Biostatistics (3)**
- Total Number of Weeks: 14
- Total Expected Student Time Commitment: 9 hours per week
- Course Designation: Tennessee On-line Course
- Student Site Requirements: Off campus access to asynchronous readings and assignments weekly and off campus access to synchronous online discussion board weekly.
- What is the nature and quantity of structured student/instructor interaction?
  This course requires weekly discussion board participation of one to two hours, which provides a platform for a student question and answer period as well as general student/instructor interaction.
- What is the nature and quantity of structured student/student interaction?
  A weekly discussion board of one to two hours is required and facilitates student/student interaction

**540 Principles of Epidemiology (3)**
- Total Number of Weeks: 14
- Total Expected Student Time Commitment: 9 hours per week
- Course Designation: Tennessee On-line Course
- Student Site Requirements: This course requires once a week off-campus access to synchronous online discussion board and weekly off-campus access to asynchronous reading material, quizzes and assignments.
- What is the nature and quantity of structured student/instructor interaction?
  One-hour weekly synchronous online discussion board which allows for a question and answer session. Also, weekly assignments and quizzes will be evaluated by instructor.
- What is the nature and quantity of structured student/student interaction?
  One-hour weekly scheduled online student discussion board that requires participation.

**542 Advanced Epidemiologic Methods (3)**
- Total Number of Weeks: 14
- Total Expected Student Time Commitment: 9 hours per week
- Course Designation: Tennessee On-line Course
- Student Site Requirements: This course requires weekly off campus access to asynchronous discussions and reading materials.
- What is the nature and quantity of structured student/instructor interaction?
  Faculty interacts online with students daily Monday-Friday. Students submit homework papers each week which instructor comments on, grades, and returns weekly.
- What is the nature and quantity of structured student/student interaction?
  Students are required to post initial discussion comments on Monday of each week, then submit follow-up comments throughout the work week. Students are assigned to either lead seminar questions or participate in these discussions.

**580 Special Topics: Statistical Software for the Health Professional (3)**
- Total Number of Weeks: 14
- Total Expected Student Time Commitment: 9 hours per week
- Course Designation: Tennessee On-line Course
- Student Site Requirements: This course will require weekly off-campus access to asynchronous reading material, assignments and activities.
- What is the nature and quantity of structured student/instructor interaction?
  The instructor interacts mainly through a one to two hour weekly synchronous online discussion board.
- What is the nature and quantity of structured student/student interaction?
  Weekly scheduled online student discussion boards that require the posting of individual questions and answers to classmates' questions.

## II. Program Changes

DROP HEALTH PROMOTION AND HEALTH EDUCATION MAJOR – MASTER OF SCIENCE

- Revise Graduate Catalog to reflect this change on the following pages:
  Page 13 - Graduate Degrees, Majors and Certificate Programs Chart
  Page 201 – Majors list
  Page 203 – Health Promotion and Health Education Major text

**Effective: Fall 2005**

ADD GRADUATE CERTIFICATE PROGRAM IN APPLIED EPIDEMIOLOGY

- On page 204 of the 2004-2005 Graduate Catalog, 1st Column following "Gerontology minor", add certificate description as follows:

Certificate in Applied Epidemiology

The University of Tennessee MPH program, in a Consortium arrangement with East Tennessee Sate University, The University of Tennessee Health Science Center, and The Tennessee Department of Health, offers a graduate certificate in applied epidemiology for Health Department staff seeking continuing education and career advancement opportunities in the public health area of epidemiology. Delivered exclusively through electronically-mediated courses, the certificate is focused on the application of state-of-the-art epidemiological approaches to the prevention, detection and management of diseases in the population.

The 15-credit hour certificate is available by completing Public Health 520, 530, 540, 542, and 580, which may be satisfied by taking equivalent courses offered by East Tennessee State University and the University of Tennessee Health Science Center. For certificate students holding the MPH degree, other identified elective coursework may be used to satisfy certificate requirements, by petition.

- On page 180 of the 2004-2005 Graduate Catalog, 1st column under Graduate Certificate Programs, revise list of certificate offerings.

Graduate Certificate Programs

Four certificate programs are available in the college. The certificate in urban education is available through the Department of Theory and Practice in Teacher Education. The Department of Consumer Services Management offers a certificate in services management and a certificate in tourism development. A certificate in applied epidemiology is offered by the Master of Public Health Program.

**Effective: Fall 2005**

# DEPARTMENT OF INSTRUCTIONAL TECHNOLOGY AND EDUCATIONAL STUDIES

## I. Course Changes

### Instructional Technology (569)

REVISE DESCRIPTION, ADD PREREQUISITE, AND REQUEST FOR ELECTRONICALLY-MEDIATED FORMAT

TO
**575 Internet: Implications for Teaching and Learning (3)** Investigation of Internet, its origin and historical development. Hands-on use of Internet for consuming, sharing, and publishing information. Relevant issues regarding legal and ethical issues, evaluation, responsible use, proprietary rights. Participants will need unrestricted access to a personal computer connected to the Internet to complete all course activities. Prereq: Admission to an ITES program or permission of instructor.

**Description, Prerequisite Revision: Effective: Fall 2005**

**Electronically-Mediated Format: Effective Summer 2005**
- Total Number of Weeks: 15 (full semester)
- Total Expected Student Time Commitment: in excess of 180 hours
- Course Designation: Tennessee-Online Course

- Student Site Requirements: This course will meet totally on-line via the Internet and WWW. The instructor will be available for face-to-face office hours, as needed. This meeting space will be the only physical site requirement for the course.
- What is the nature and quantity of structured student/instructor interaction?
  The students will be required to work through a series of text-based tutorials on the HTML language. These lessons will be augmented by instructor examples and enhancements throughout the term. Additionally, the students will complete a series of 7 activities that require them to conduct independent research using the Internet and to collaborate by using various telecollaboration tools. The quantity of work required during the on-line course will be comparable to that previously required by this course when delivered in a face-to-face format.
- What is the nature and quantity of structured student/student interaction?
  Students will interact via the course listserv, personal email and through threaded discussion groups and real time chats.

## DEPARTMENT OF THEORY AND PRACTICE IN TEACHER EDUCATION

## I. Course Changes

### Education of the Deaf and Hard of Hearing (285)

REMOVE PREREQ
**529 Teaching Reading to Deaf/Hard of Hearing (3)**
(Formerly: Prereq: 415).

**Effective: Fall 2005**

### Science Education (899)

ADD
**509 Education for Sustainable Development: Making Connections (3)** Holistic and interdisciplinary approach that encourages educators and learners to engage in dialogue in order to acquire through experiences and creativity skills and knowledge needed to maintain a balance between socio-economic, political and environmental goals.

**Effective: Fall 2005**

ADD
**510 Theoretical Foundations of Environmental Education (3)** Study of history and philosophy of environmental education (EE), pedagogical approaches, and current status, including model programs and standards for EE. Addresses implementation of EE in formal and non-formal educational settings. A technology-enhanced course with both online and fieldwork components.

**Effective: Fall 2005**

## II. Program Changes

ADD NEW CONCENTRATION TO THE TEACHER EDUCATION MAJOR: **SCIENCE EDUCATION (ENVIRONMENTAL EDUCATION)** TRACK 1 (THESIS AND NON-THESIS) – MASTER OF SCIENCE

- On p. 220, insert the showcase for the new concentration after Reading Education Concentration (Non-Thesis Option) Track 1 showcase

**Science Education (Environmental Education) Concentration Track 1 (Thesis Option)**

| | Hours Credit |
|---|---|
| [1]Core | 9 |
| [2]Concentration | 12 |
| [3]Related Studies | 3 |
| Thesis: Theory and Practice in Teacher Education 500 | 6 |
| | Total 30 |

[1] Curriculum, Educational Research, and Evaluation 580; Theory and Practice in Teacher Education 517; 3 hours determined by student and advisor.
[2] Science Education 506, 509, 510; 3 hours determined by student and advisor.
[3] Determined by student and advisor.

**Science Education (Environmental Education) Concentration Track 1**
**(Non-Thesis Option)**

| | Hours Credit |
|---|---|
| [1]Core | 12 |
| [2]Concentration | 15 |
| [3]Related Studies | 6 |
| | Total 33 |

[1] Curriculum, Educational Research, and Evaluation 580; Theory and Practice in Teacher Education 517; 6 hours determined by student and advisor.
[2] Science Education 506, 509, 510; 6 hours determined by student and advisor.
[3] Determined by student and advisor.

**Effective: Fall 2005**

## Graduate Courses Not Taught in Four or More Years
## TO BE DROPPED FALL 2005

**Note:** See November 2, 2004 Undergraduate Council Minutes (page U571) for dropped 400-level courses.

| COLLEGE | ACADEMIC DISCIPLINE CODE | COURSE |
|---|---|---|
| | | |
| **ARTS AND SCIENCES** | | |
| | **(122)** | **Anthropology 514** (Anthropology of Development) |
| | **(160)** | **Audiology/Spch Pathology 609** (Seminar in Speech Science) |
| | **(198)** | **Botany 507** (Biological Illustration) |
| | **(198)** | **Botany 585** (Methods and Instrumentation in Field Investigation) |
| | **(266)** | **Computer Science 532** (Boolean Algebra, Logic Design and Microprocessors) |
| | **(266)** | **Computer Science 536** (Theoretical Aspects of Computer-Aided Design) |
| | **(266)** | **Computer Science 538** (Computer Networks) |
| | **(278)** | **Ecology & Evolutionary Biology 520** (Ecology for Planners and Engineers) |
| | **(424)** | **Geology 550** (Regional Geomorphology) |
| | **(424)** | **Geology 620** (Seminar in Paleontology) |
| | **(745)** | **Philosophy 547** (Ethical Issues in Mental Health) |
| | **(782)** | **Planning 548** (Tourism Planning) |
| | **(782)** | **Planning 560** (Strategic Planning and Policy Development) |
| | **(801)** | **Political Science 615** (Formal Political Analysis) |
| | **(830)** | **Psychology 557** (Applied Psychological Measurement) |
| | **(830)** | **Psychology 575** (Psycho-pharmacology) |
| | **(976)** | **Theatre 554** (Studies in Scenic Design) |
| | | |
| **BUSINESS ADMINISTRATION** | | |
| | **(205)** | **Bus Admin 510** (Customer Responsive Management) |
| | **(625)** | **Management 610** (Seminar in Advanced Organization Theory) |
| | **(625)** | **Management 611** (Seminar in Strategic Management I) |
| | **(625)** | **Management 612** (Seminar in Strategic Management II) |
| | **(625)** | **Management 613** (Seminar in Strategic Management III) |
| | | |
| **COMMUNICATION AND INFORMATION** | | |
| | **(560)** | **Information Sciences 522** (Organization and Representation of Multimedia Information Resources) |
| | | |
| **EDUCATION, HEALTH, AND HUMAN SCIENCES** | | |
| | **(271)** | **Cultural Studies in Educ 546** (Topics in History of Education) |
| | **(271)** | **Cultural Studies in Educ 547** (Topics in Philosophy of Education) |
| | **(271)** | **Cultural Studies in Educ 648** (Topics in Sociology of Education) |
| | **(726)** | **Nutrition 508** (Culture, Food, and Nutrition) |
| | **(726)** | **Nutrition 524** (Nutrition Education: Principles, Implementation, and Evaluation) |
| | | |
| **ENGINEERING** | | |
| | **(018)** | **Aerospace Engineering 516** (Air Vehicle Aerodynamics and Performance) |
| | **(018)** | **Aerospace Engineering 529** (Rarefied Gasdynamics) |
| | **(018)** | **Aerospace Engineering 631** (Magnetohydro-dynamics I) |
| | **(018)** | **Aerospace Engineering 632** (Magnetohydro-dynamics II) |
| | **(254)** | **Civil Engineering 555** (Public Transit Planning) |
| | **(335)** | **Engineering Science 529** (Fatigue of Engineering Materials) |
| | **(344)** | **Environmental Engineering 510** (Environmental Protection) |
| | **(638)** | **Materials Science & Engineering 523** (Plastic Deformation of Metals) |
| | **(638)** | **Materials Science & Engineering 622** (Theoretical Metallurgy) |
| | **(638)** | **Materials Science & Engineering 623** (Solidification and Crystal Growth) |
| | **(638)** | **Materials Science & Engineering 641** (Advanced Rheology and Viscoelastic Theory) |
| | **(650)** | **Mechanical Engineering 514** (Phase Change Heat Transfer) |

**Attachment 4**
**Grad Deans' Report**

University of Tennessee
Graduate Deans' Group
Operating Guidelines

Approved: October 4, 2001
Revised: November 18, 2004

*Role/Function*. The Graduate Deans' Group serves two specific roles or functions. First, the Group provides advice and counsel from an administrative perspective to the Graduate Council and its committees through the Associate Dean of Graduate Studies on issues and policies related to graduate education and operations of the Office of Graduate Student Services. Second, members of the Group function to insure that information accruing from actions of the Graduate Council flows back to the individual academic units for implementation.

*Members/Participants*. The administrative officials who have primary day-to-day responsibility for graduate education, one each from the several colleges, make up the Graduate Deans' Group. Members are typically either the Dean or the Associate Dean who has graduate program responsibility. An alternate member for each unit is typically listed and participates when the regular member is unable to attend. In addition to the Deans or Associate Deans, the Group includes the Associate Dean of Graduate Studies and certain members of the staff of the Office of Graduate Student Services.

*Meetings*. Meetings are normally scheduled prior to the scheduled meeting of the Graduate Council. The Office of Graduate Student Services publishes a list of meeting dates at the beginning of each academic year.

*Presiding Officer*. The Associate Dean of Graduate Studies will serve as Chair of the Graduate Deans' Group and shall be responsible to convene and preside at meetings of the Group and subsequently to report on deliberations of the Group as appropriate.

*Agenda*. Members of the Graduate Deans' Group or the Associate Dean of Graduate Studies may propose agenda items. A call for agenda items will be issued several days in advance of regularly scheduled meetings. The staff member of the Office of Graduate Student Services who has been assigned to serve as Secretary to the Graduate Deans' Group will have responsibility for compiling, publishing and distributing the agenda.

*Minutes*. A written record of the deliberations of the Graduate Deans' Group shall be compiled. The Secretary to the Graduate Deans' Group shall be responsible on a continuing basis for compiling this written record, providing a copy to the Chair for review, and subsequently submitting a copy for the official records of the Graduate Council.

*Reporting*. The Chair of the Graduate Deans' Group reports regularly to the Graduate Council on behalf of the Group. The Chair's oral report typically summarizes the deliberations of the Graduate Deans' Group. This report of the Graduate Deans' Group shall follow the Graduate Dean's report at regularly scheduled meetings of the Graduate Council. In addition to an oral report to Council by the Chair, a copy of the written record

summarizing actions of the Group shall be submitted to Council to become part of the official record of the Council.

**Attachment 5**

Proposal for a **Best Practices in Teaching Program** for Graduate Teaching Assistants and Associates at the University of Tennessee

Anne Mayhew and Mary E. Papke

We are proposing a year-long program designed to introduce graduate teaching assistants and associates to best practices in teaching and to give them opportunities to discuss teaching-related issues with faculty and peers from across the university. The program would not carry university credit, but participation in a specified number of sessions and submission of a teaching portfolio would result in a letter from the Dean of Graduate Studies indicating successful participation. This letter could become part of the student's dossier.

Students would indicate at the beginning of the academic year their interest in participating in the program. Each student would then be required to attend xx Basic Issues sessions and at least xx more Specialized Issues sessions of their choice. Students would also be required to submit a critique of each session they attend as well as at the end of the program a teaching portfolio which will be reviewed and returned to the student for later use. A committee with members nominated by the Council on Freshman Experience will evaluate the submitted materials.

Many universities currently offer certificate programs in college teaching. These certificate programs typically depend on departments to offer a teaching course in their specialization as part of the overall certificate requirements. Since few of our departments offer such a course, we believe a less formal (non-credit, non-certificate) program would be easier to implement in the near future. This program's success would certainly depend on buy-in from departments across the university. Further, it does not replace the need for specialized orientation within departments. At the same time, it does offer a broader discussion of best practices in teaching than most departments can afford since it will draw upon all the resources of the university (faculty, staff, and administrators) for the sessions while requiring no released time for any one person and will, as well, offer a variety of "tracks" the student might pursue. The full program is designed to run throughout one academic year. It is possible that we might attempt a pilot project next spring (2005) to try out various components of the larger program. Ideally, the full program would be available to all graduate teaching assistants and associates in 2005-2006.

Possible sessions are listed below:

**Basic Issues Sessions (Fall)**

1. What Do Students Already Know and What Should Students Learn
2. Classroom Expectations and Civility
3. Preparing Syllabi, Examinations, and Paper Assignments (including discussion of research methods, plagiarism, and creating a teaching portfolio)
4. Using Blackboard and Email Effectively in Teaching

**Specialized Issues Sessions (Spring)**

1. A more focused continuation of What Do Students Already Know and What Should Students Learn with special emphasis on the content-specific nature of teaching demands since "one size" in teaching pedagogy does not fit all
    A. What's So Hard about Teaching the Sciences
    B. What's So Hard about Teaching the Social Sciences
    C. What's So Hard about Teaching the Humanities
2. How to Incorporate Writing and Oral Presentations in Freshman Courses
3. How to Incorporate International/Intercultural Perspectives in Your Course
4. How to Incorporate Interdisciplinary Perspectives in Your Course
5. Making Mentoring Work for You (with special focus on evaluation, collaboration, and review)
6. The American/Intercultural Classroom
7. Participation in the Graduate Dean's Colloquy (Sample texts: *Hope In the Unseen*, *The Academic Self*, *Academic Instincts*, *Jane Addams and the Dream of American Democracy, The Making of a Black Scholar: From Georgia to the Ivy League*)